DOCUMENT RESUME

ED 311 941 JC 890 383

AUTHOR	Hurst, Darrell, Ed.
TITLE	VCCA Journal: Journal of the Virginia Community Colleges Association; Volume 3, Numbers 1 and 2, Spring/Summer 1988 and Fall/Winter 1988.
INSTITUTION	Virginia Community Colleges Association.
PUB DATE	88
NOTE	104p.
AVAILABLE FROM	VCCA Journal, Blue Ridge Community College, Box 80, Weyers Cave, VA 24486 ($6.00 per year; $4.00 per issue).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	VCCA Journal; v3 n1-2 1988
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	College Curriculum; *College Second Language Programs; Community Colleges; Cross Cultural Studies; Faculty Development; International Educational Exchange; *International Studies; International Trade; *Multicultural Education; Remedial Instruction; School Community Relationship; School Personnel; Second Language Instruction; Staff Development; Two Year Colleges
IDENTIFIERS	*Virginia

ABSTRACT

The "VCCA Journal" presents feature articles, abstracts, teaching strategies, book reviews and announcements. The first issue of Volume 3 includes the following articles: (1) "The Alliance for Excellence: A Model for Articulation between the Community College and the Black Church," by Ervin Griffin; (2) "Traditional and New Opportunities for Faculty Development: A View toward the Twenty-first Century," by W. Robert Sullins; (3) "The Piedmont Expansion Program: Community Colleges in International Trade," by Eduardo A. Peniche; (4) "Reading and Writing to Learn at Blue Ridge Community College," by Douglas A. Petcher; (5) "Using Video in the Foreign Language Classroom," by Carroll Yoder; and (6) "Support Staff as Professionals," by W. Robert Sullins. In addition, abstracts of presentations at the fifth annual convention of the Virginia Community Colleges Association are provided. Articles in the second issue focus on the theme of "The Community College and the International Community." The issue contains: "Educating Faculty for International Education: A Community College Experiment," by Mary Ruth Clowdsley; "An Educational Exchange between Piedmont Community College and Escola Technica Tupy," by David L. Priddy and Raymond F. Brogan; "Central Virginia Community College (CVCC) in the in the Global Village: A Multifaceted Effort," by Eduardo A. Peniche; "International Education at Small, Rural Community Colleges in Virginia," by Quintin S. Doromal, Jr., and Charles R. King; "International Education at Virginia Western Community College (VWCC)," by Charles Downs; "How VWCC Got the International Education Spirit: A Case Study," by Rita Krasnow; "The Valley and Beyond: The Neighborhood Expands," by Nancy Sandberg; "The Miami-Dade Community College International Mission: Focus on Curriculum," by Karen A. Paiva; and a bibliography on international education. (AYC)

ED311941

VCCA JOURNAL:

The Journal of the Virginia Community Colleges Association

Volume 3, Numbers 1 and 2

Spring/Summer 1988 and Fall/Winter 1988

Darrell Hurst, Editor

JC 890 383

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VCCA Journal

Journal of the Virginia Community Colleges Association

Volume 3, Number 1 Spring/Summer 1988

CALL FOR PAPERS

Special Fall/Winter Issue Focus
of the *VCCA Journal*

The Community College
and the International Community

Manuscripts averaging eight to twelve pages of double-spaced typescript are preferred. Papers should be prepared according to *The MLA Style Manual* (1985) or the *APA Publications Manual*. If an IBM compatible computer is used to prepare the paper, we would appreciate the loan of a disk with the text. Please note the word processing program used. Deadline for all submissions: 15 August 1988.

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VCCA Journal

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The *VCCA Journal* is published twice a year by the Research and Publications Commission of the Virginia Community Colleges Association. Subscription price, $6.00 per year for individuals, $8.00 per year for institutions. Single copy, $4.00. Remittances should be made payable to *VCCA Journal*. Communications regarding subscriptions, single copies, advertising, change of address, and permission to reprint should be addressed *VCCA Journal*, Blue Ridge Community College, Box 80, Weyers Cave, VA 24486.

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From the Editor

The *VCCA Journal* has expanded its offerings for the Spring/Summer 1988 issue with the addition of feature articles, convention presentation abstracts, teaching strategies, book reviews, and announcements. Essentially, the *Journal* has become more diversified yet retains the spirit of the convention issue, treating not only the activities of the annual meeting itself but also issues and subjects arising from that meeting. Taking this approach, the *Journal*, perhaps in some small way, helps bridge the gap of distance and time between our annual gatherings and promotes some sense of continuity to efforts begun last fall.

The following will provide you with a brief preview of the various sections found in this issue. Submitted by Griffin, Petcher, Sullins, and Peniche, the feature articles address issues that were the substance of several presentations made at the 1987 Convention. That they were written as a result of those presentations, particularly for this issue, gives them that sense of continuity that the *Journal* may hopefully provide. The abstracts highlight much of what took place in the concurring sessions and capture the diversity of our constituencies and their varying interests. (We would like to publish abstracts of all presentations, but can only publish those that we receive!) Bringing an exciting instructional strategy to our attention that involves the use of media, Focus on Teaching underscores our primary mission, teaching our students. Focus on Support Staff presents an article about that important group of professionals who daily help us in hundreds of ways to carry out our mission. The Review treats a timely and controversial book that may renew an interest in the way general education is regarded in two-year colleges. Although limited in this issue, the announcements provide information about meetings, programs, and institutes of interest and will become a regular feature.

We are now looking forward to our fall/winter issue which may include several new features - guest editorial, bibliographies, system news, grant announcements, and international studies information.

Also the type, layout, format, and overall appearance have been revamped a bit, primarily through the combined magic of desk top publishing and Robert Jobin. We are especially fond of the cover, a pleasing blend of both old and new, an early Jamestown etching combined with laser printer graphics.

Our editorial staff has a singular goal, that is to produce a journal which represents the very best professional efforts of the community college family in Virginia. We believe this issue is a step in that direction.

The Alliance for Excellence: A Model for Articulation Between the Community College and the Black Church

by Ervin Griffin

In 1984, the Minority Campus Ministry task force proposed a new partnership between Virginia's Community Colleges and the Black Churches for the purpose of enhancing minority opportunities in higher education. This partnership between the community college and black church was seen as a logical connection since these colleges are the most accessible institutions of higher education for people of all ages, income, and ethnic backgrounds. When seen as a partnership in mission, black churches within the college's service regions are the most accessible avenues into the black community, particularly for first generation college-bound youth or adults seeking additional education or training.

Community colleges provide both vocational and professional training through a variety of one and two-year academic programs. In addition to these two academic tracks, the colleges provide a number of continuing and special education programs beneficial to minorities. The project was designed to bring together resources of the community college and the community-wide influence and leadership of the black church. This unique partnership would provide one avenue for articulation on a number of mutual concerns such as (1) enhancing minority access to higher education, (2) enhancing opportunities for full participation of minority students in campus life programs, (3) promoting the successful continuation and completion of academic programs by minorities, and (4) fostering education opportunities for nontraditional students in the minority community. In order to achieve these objectives, the proposal included the employment of staff, extensive articulation, extracurricular activities, and community liaison programs.

The project design also called for the employment of a black minister to serve as the director of Alliance for Excellence with involvement of black colleagues in the ministry, parents, and key community college associates. Local committees played key roles in the development of a comprehensive plan to be implemented. The first phase of the program (1985-1988) focused on the development of a team. In this team, the task of the church's partner, the project director, was to develop the following:

1. Short programs to meet the most critical needs for black students, faculty,

and staff at the four targeted community colleges.

2. Long-range goals and objectives beyond the three-year initial phase of the project.

3. Long-term programs based on the present project proposal.

4. Sources for funding (foundation, public and private sources) for the implementation of long-range goals and objectives of the project including staff for all four community college campuses.

Objectives

The objectives of the project were as follows:

1. To increase black enrollment at each college equal to the black population in each service area.

2. To increase the number of black transfer students from community colleges.

3. To increase black student retention in all degree and transfer programs.

4. To develop specific community programs beneficial to serving the needs of the black community.

5. To develop and enhance black student leadership on campus and in the community.

These objectives, compatible with the philosophy and mission of the community college, provided two important elements, confidence and responsibility, necessary to successfully recruit and retain black students, confidence and responsibility. Since the church is in the unique position to work with the community college to help instill these qualities in their constituencies, a partnership could prove to be fruitful. Moreover through the church, a broad section of the students and the community would have greater access to opportunities provided by the community colleges.

Sponsorship and Administration

The Minority Campus Ministry Task Force of Roanoke, made up of a satellite committee of community college ministries initially developed the proposal for Alliance for Excellence. The proposal included the development of an autonomous yet representative Board of Directors that would supervise staff, provide programmable support and liaison with the communities, develope a constitution, and write a job description for the executive director.

The Board of Directors was nominated by church and college staff and took office in January of 1986. Board membership was divided evenly between church, community college representatives, and supporting agencies which could contribute in a meaningful way to the success of the project. The Board of Directors agreed to meet quarterly, with appropriate officers and committees designated to adequately support the staff and development of programs. The executive director and a part-time coordinator were appointed in October of 1986.

Support for the project came from various religious organizations, many of

which provided the following grants to operate the Alliance for Excellence:

1. The Martin Luther King Self-Development Fund of the Presbyterian Church, USA
2. Community College Ministries
3. The Lutheran Church of America
4. The United Methodist Church, Ethnic Minority Local Church Program
5. Episcopal Coalition for Human Needs
6. Synods of Virginia of the Presbyterian Church, USA

These organizations have committed over $75,000.00 to carry out the goals and objectives of the Alliance for Excellence.

Results

The four targeted community colleges--Patrick Henry Community College, Martinsville; Danville Community College, Danville; Virginia Western Community College, Roanoke; and Central Virginia Community College, Lynchburg--are situated in the Blue Ridge and Piedmont areas of south-central Virginia. The area is rich in historical heritage and traditional values, yet faces great changes in its population and economy. The total black population in the areas served by these colleges is approximately 20%.

PHCC and VWCC showed an increase in the number of black students attending their colleges. In 1984 8% of the student body at PHCC was black, but by the fall of 1988 that number had increased to 14.8%. At VWCC in 1984, blacks comprised 7% of the total headcount, but by the fall 1988, the percentage had risen to approximately 11%. Statistics at the other two community colleges in the Alliance were unavailable; however, it would appear that the percentage of black students did not increase. The effect of activities sponsored by the Alliance appear to have had minimal impact on black enrollment at Danville and Central Virginia; whereas, Patrick Henry Community College and Virginia Western have shown significant increases.

With member colleges, the Alliance has sponsor community activities such as the Louise Bias lecture series. Through these efforts the colleges were able to provide a series of informative lectures on each campus at a very nominal cost.

Additionally, the Alliance initiated an Academic Excellence Awards Banquet for minority students on each campus to recognize outstanding academic and student leadership. The awards were instituted, in part, to encourage and recognize the achievement of nontraditional students and were named after outstanding community leaders, pastors, or community servants. These events provided an opportunity to illustrate the sincerity of our efforts and to stress the importance of education and academic achievement to the black community. No awards for athletic achievements were made since intercollegiate sports do not exist in the Virginia Community College System.

The Alliance developed committees in each community to help the executive director carry out the directives from the board. These local committees met frequently with college officials to create a dialogue and to answer questions con-

cerning programs at each institution. This enabled community leaders to dispel negative views about institutional environment, faculty, staff, and programs at the colleges. With community leaders serving as spokespersons for the institution, articulation has increased dramatically and now the colleges are being perceived as friendly and supportive rather than hostile and uncaring.

Conclusion

The Alliance for Excellence has served its initial purpose to enhance educational opportunities for blacks who live in the service regions of the four member colleges. While some colleges (VWCC &PHCC) have reported significant increases in minority enrollments, there are still areas of concern. First, the number of minority graduates from all of the colleges should be increased. Second, a need exists for increased commitment from member colleges in the form of staff and funds for programs sponsored by the Alliance. Third, more funding from black churches and organizations that have benefited greatly from the outreach programs would be welcomed. Fourth, the Board of Directors could benefit from more input concerning activities and future programs by the ecumenical members of the board.

The Alliance for Excellence has exceeded the short range goals and objectives set in 1984 by providing numerous opportunities for the community college and black church to collaborate on activities of mutual concern. Probably, the most important contribution of the Alliance for Excellence has been the growth in articulation between the respective member colleges and the black churches. If not now, this partnership will surely have positive results for the entire college community in the near future.

Dr. Ervin V. Griffin is Director of Student Development and Gender Equality Programs at Patrick Henry Community College. He is an active writer/consultant in the areas of retention, recruitment, academic advisement and non-traditional (adult) programs. Dr. Griffin is presently co-editing a monograph entitled *Innovative Practices and Programs in Vocational Sex Equity* that will be published in May 1988.

Traditional and New Opportunities for Faculty Development: A View Toward the Twenty-first Century

by W. Robert Sullins

Faculty development was a topic of concern and the focus of many books, articles, workshops, conferences, and research projects long before most of us entered this field. By now we should have identified just what faculty development is needed, determined how to do it best, and discovered how to find necessary support, so we might stop talking about it and get on with doing it. However, that is not the case. At almost every college in America, the need for extensive faculty development exists, yet at as many colleges, no consensus can be found as to what comprises appropriate and effective faculty development opportunities. What is it about faculty development that makes difficult the determination of such consensus? How might we best work toward putting into place needed faculty development efforts that will prepare us for the twenty-first century?

The most significant barrier in identifying a clear plan for faculty development grows out of the often forgotten fact that a college is an intensely human enterprise and its problems do not lend themselves to simplistic or even simple solutions. I have spoken and written about our tendency during the past two decades to mimic the industrial model to the extent that we begin to think of students as products, classes and courses as processes, and faculty as the labor force. As we looked at staff development needs, the emphasis has been on making faculty more productive workers rather than helping them become more effective professionals. Faculty development has been "top-down" oriented with the majority of the resources allocated to efforts to serve a variety of institutional priorities, identified by administrators rather than by the faculty who, after all, know best what their own strengths and weaknesses, goals and aspirations, and plans and commitments really are.

At most institutions, faculty development is a low priority and low budget item, with most of the effort devoted to encouraging continued graduate work and participation in brief conferences or workshops that do not interfere with regular workloads. Often college administrators believe that they have a comprehensive faculty development program in place when the most of their faculty have participated in a short workshop on articulation, another on competency based instruction, and a third on retention, all in the same academic year. Or they believe that they have provided adequate opportunity for faculty

development when a dozen faculty have taken advantage of tuition assistance and enrolled in graduate courses, whether related to their current teaching assignments or not.

We have significant problems ahead as we look toward the twenty-first century. All of education will be called upon to assume increasingly complex tasks despite the "back to basics" movement. As greater, not fewer, numbers of married couples hold two or more jobs and the number of single parents increases, the schools will not be able to abandon any of the extra responsibilities assigned to them during the past two to four decades.

As our population ages, drastically during the next few decades, increasing numbers of older students will return to education for training and retraining, and more of our youth may choose part-time education because the offers from business, industry, and the military are so attractive. As our economy becomes more global increasing demands for foreign language instruction will be intensified. The information and service economy will eliminate many of the jobs that are now filled by persons with a high school education or less, and the 23 million Americans who are illiterate will be an unacceptable burden for a shrinking work force already supporting increasing numbers of retirees. If we are able to make significant progress in the war against illiteracy, we will find many of the "new readers" in our college programs able to read but not knowing anything. Comprehensive college level Headstart programs will be added to our developmental programs. Problems we now experience in coping with the wide range of ability and achievement will be further confounded.

It seems clear that our colleges will intensify efforts to create links with business and industry and will work more closely with local leaders to improve the economic well-being of our communities, regions, and states. Partnerships with public schools establishing "2 + 2," "Tech Prep," and dual enrollment programs will make our work more rewarding but also more complex. Cooperative ventures to reduce our appalling dropout rate will complicate our task even more.

These and many other changes predicted for community colleges are coming at a time when, because of the frustration, and even malaise, attributable to slowed growth or decline in enrollments and slow faculty and staff turnover, many college faculty members are ill-prepared technically or psychologically to assume the increasingly complex and demanding roles that will be required. The demands placed on colleges will require a commitment from a cadre of professional faculty members who are dedicated to high quality work and institution-wide excellence. The factory model that views faculty as the labor force and the current preoccupation with maintaining enrollments "at all costs" has driven all but the most dedicated faculty into an occupation orientation where work is viewed merely as "means to an end." Too few faculty who find teaching fulfilling, who view their roles as "ends" as well as "means to ends" are found in our classrooms today.

Chester H. Case, president of Los Medanos College in California, states in "Supporting Faculty Leadership for Change" (1985) that a well-conceived and comprehensive program of faculty

development will be essential for the future success of community colleges. Following discussion of the professional life of community college teachers and the impact of change on the profession, he presents three possible scenarios for the future. His "business as usual" and "neglect and decline" scenarios have clearly undesirable outcomes but are likely prospects for the future of many community colleges. A third and more encouraging scenario of "proactive adaptation" proposed means for assisting faculty to meet the challenges of new work and new roles by enhancing the career of teaching, rewarding and providing motivation for quality performance, creating opportunities for effective and constructive participation in substantive matters, and implementing structured, well-funded and staffed programs for faculty development that are supported by management commitment and faculty participation and built on a "considerable body of existing theory" (100-101).

In recent research, Harnish and Creamer (1985-86) reported on perspectives of faculty stagnation and diminishing job involvement that are especially interesting for faculty and administrators who would like to design effective faculty development programs today. They identified a typology of faculty job involvement and behaviors along the two dimensions of AFFECT - attitudes toward various aspects of their work (students, coworkers, institution, and job) and CONTACT - efforts, actions, or willingness to participate in or devote time to various aspects of their work. They described four types of faculty as "Job Involved," "Critics," "Psychic Dropouts," and "Clock-punchers." With little knowledge of their work, any observant member of the college community can identify faculty members of each type. The authors addressed the problem of routinization in five areas of community college faculty roles: teaching content, teaching schedule and load, teaching process,professional roles, and clientele. Their four faculty types represent faculty responses to routinization in one or more aspects of their work.

Harnish and Creamer generated several hypotheses from their research:

1. Routinization of the work role will occur to a greater extent with teaching jobs that allow little opportunity for diversity within content, process, scheduling, professional roles, or clientele components of the job. And when faculty members do not perceive their jobs to be the primary satisfier of needs for diversity and challenge.

2. The more routinization, the more likely a faculty member will be to exhibit attitude and behavior associated with low job involvement.

3. Where faculty needs for variety in job tasks and skills exceed the opportunities available within their work for meeting those needs, faculty will experience disillusionment or alienation, which can take the form of criticism of work-role functions, norms, job conditions, co-workers, or students.

4. Where conditions or work involve opportunity for change and variety in job tasks and required skills which exceed faculty desire for variety in their work role, faculty members will experience alienation and psychological withdrawal.

5. When opportunity for variety within job tasks and skills is adequate to meet faculty needs for change and diversity, faculty experience of job alienation will depend on the level of faculty need for diversity:

6. Where both faculty need and job opportunity for variety are high, participation and importance placed on the work role by faculty will be high (job involved faculty).

7. Where both faculty need and job opportunity for variety are low, participation and importance placed on the work role by faculty will be low. (38-39).

The authors concluded their work with the statement that "stagnation is not an inevitable outcome of faculty remaining in the same job for many years. Routinization in community college teaching jobs can be minimized by identifying means of encouraging diversity in faculty work tasks and the skills used to accomplish them, introducing variety into the frequency and types of teaching opportunities, and supporting an expanded definition of the role of community college faculty that provides rewards for a broader range of professional accomplishments. More importantly, these efforts can help to retain the institutional vitality that is essential to providing quality education in the community college" (39).

Harnish and Creamer have identified important issues in their work that have significant implications for faculty development efforts needed as community colleges approach the twenty-first century. The management model followed at many colleges has been a deterrent to professional development of faculty. The emphasis on productivity has included the diminution of flexibility and diversity in faculty loads and roles. Faculty development efforts have been minimal and narrow in focus and scope. Routinization, boredom, withdrawal, and minimum effort have become the rule rather than the exception. That is not to say that faculty members should not be concerned about productivity. Colleges will always be funded by budgets that are enrollment driven to some extent, and faculty members should be as actively involved in efforts to determine how they might be more productive without degrading the quality of instruction as they are in efforts to show where emphasis on productivity may have a negative impact on their work.

Development or reestablishment of a pervasive sense of professionalism throughout community colleges will require the efforts of all members of the college community. Working together, they must identify and eliminate policies, procedures, and practices that interfere with professional judgement, with flexibility of response to student needs, with trust between faculty and administration, and with creative institutional environments that encourage professional growth and development. It seems to me an appropriate beginning for renewal of faculty professionalism is a comprehensive faculty development program, designed by faculty to meet needs of faculty.

A comprehensive faculty development program that leads to the enhancement of professionalism and prepares faculty and their colleges for the twenty-first century will include elements that are designed for individual faculty mem-

bers, departments, interdisciplinary teams, divisions, colleges, and the system at large. There are roles, then, for each level of the organization to design and implement faculty development activities, including the Faculty Affairs Commission of the Virginia Community College Association.

An effective faculty development program will be based on a careful assessment of needs involving those who reasonably can be expected to know individual and collective strengths and weaknesses of faculty. Self, student, peer, supervisor, and alumni evaluations, study of what others are doing, research on teaching and learning, and other sources of information should be used to formulate priorities such a program that will be finally implemented.

Let me suggest a few faculty development opportunities that should and probably will be expanded in the years ahead.

Business and Industry Internships. Whether full-time or part-time, opportunities to return to business, industry, hospitals, community agencies, or other work sites, offer excellent means for technical updating and renewal. Occupational technical faculty often have no other effective means to seek renewal in their teaching fields. However, these opportunities should not be limited to internships directly related to faculty members' disciplines. Teachers of English, mathematics, science, economics, and other subjects may benefit substantially from opportunities to view first hand the uses of their disciplines in the workplace. Business and industry internships may be arranged as exchanges between the college and the business and industry or paid leaves from the college, but in any case they will require commitment and perhaps financial support.

Research and Publication. Community colleges "threw out the baby with the bath water" when they emphasized being "teaching institutions." To make clear the emphasis on teaching, community college leaders stated that their faculty were not involved in research and publication. Perhaps it would have been sufficient to make certain that research and publication were not required of faculty; or that they would not interfere with teaching as the primary thrust. However, in the process of disclaiming research and publication as faculty responsibilities, colleges actually discouraged such activities. But a few daring community college leaders are encouraging the faculty members at their colleges to conduct research and to publish the results. They encourage small research efforts in the laboratories and classrooms as a means for demonstrating to their students that research is an integral aspect of scholarship and as a means for faculty to stay current and excited about their disciplines. They encourage research on teaching to determine the effectiveness of new methods or programs. Support ranges from a simple "congratulations" offered when an article is published or a paper presented to small grants and occasional released time for the research and writing project, which offers one mode of staying current in the discipline.

Faculty Exchanges. Faculty often wish for the opportunity to teach in a different setting or teach different students, but colleges have done too little to make such opportunities possible through faculty exchanges. Exchange programs may include area secondary

schools, area colleges, other community colleges or four year colleges, in the state, in other states, or in other nations, or with training departments with government, business, or industry. Local, regional, national, and international exchanges, whether short-term or long-term, provide faculty many new insights and perspectives unequaled for renewal opportunities. An additional benefit of such exchanges is improved articulation with secondary schools and four-year institutions that are sites of many of the exchanges. The new computer networks in the VCCS and through AACJC offer unique means for arranging exchanges within the community colleges throughout Virginia and the nation.

Reading Programs. How can such a mundane topic as reading be viewed as an important faculty development effort? As much as all faculty members recognize the benefit of reading as a way to stay current and to expand their horizons, few are able to complete the reading they know they should. The hindrances include too little time, high cost of professional journals, no one to discuss readings with, and no encouragement or pressures to keep up with reading. Certainly an essential factor in the encouragement of reading is the maintenance of a comprehensive professional library pertaining to teaching and learning as well as to the appropriate disciplines. College leaders might purchase multiple copies of important new works and circulate them among the faculty. An exciting program described at the AACJC Convention this past year is a comprehensive reading and discussion group at Richland College in the Dallas district. The president leads the discussion group at Richland but anyone might serve in that role. Current books in technology, science, humanities, economics, philosophy, and other fields are chosen, purchased for all members of the discussion group, and discussed in detail throughout the year. The program has been so popular that a second faculty group and a student group were established. Faculty members donate their books to the students to use in their group. Another effective reading program is a "meet the author" program where important works are identified and purchased for all who wish to participate, and the author is hired to visit the campus for in-depth discussion of his or her work.

Professional Associations. Community college faculty tend not to affiliate with discipline oriented professional associations. Colleges have provided little or no financial support for attendance at state, regional, and national meetings of the professional associations and faculty have missed excellent opportunities for professional growth and development and updating in their discipline. Moving toward the twenty-first century, community college faculty in all areas will need to be current in their disciplines and will need to work with their colleagues throughout the profession to maintain that status. Colleges will need to expand support for attendance at and participation in state, regional, and national professional associations.

Graduate Programs. Graduate study always has been seen as one of the most valuable resources for faculty development available. However, during the past fifteen years, sabbaticals, educational leaves, tuition assistance, and other financial support have all but dried

up, and community college faculty members have been forced to take course work in a part-time mode, enrolling for the very minimum residency, and pursuing nonresidential programs. In doing so, they almost assure they will experience minimum benefits from the program and their chances of completing degree programs are reduced by half. Slowly, community college leaders are beginning to realize that they need to support their "brightest and best" faculty in pursuit of advanced degree programs to insure that they have the best of the faculty prepared for leadership roles, in the classroom and in administrative offices. The Chancellor's Fellowship Program is a first step in what I believe might be a renewed commitment among colleges to support full-time graduate study at the level needed to make it possible for successful community college faculty members to complete appropriate and challenging advanced degree programs.

I could list or describe other professional development opportunities that are, or should be, available to faculty who wish to enter the twenty-first century prepared for the best or the worst. Better yet, I recommend to you Jerry Gaff's *Toward Faculty Renewal* that remains one of the best works on faculty development. It identifies specific college programs designed to improve the quality of teaching and learning, describes the most promising programs in detail, and discusses the programs in the context of current trends. Books and articles on the topic of faculty development abound, but the reader would do well to start with Gaff. The point is that the opportunities need to be expanded in many areas and faculty will be instrumental in determining the extent to which the opportunities exist in the future.

The Virginia Community College Association should take an active role in encouraging college and system leaders to expand their efforts to seek increased funding for professional development. Association leaders or specific commissions might consider developing proposals for private funding as well. For example, I believe a concerted effort by the Faculty Affairs Commission could produce support from one or more of Virginia's businesses or industries for an exemplary program for internships or exchanges.

As individual faculty members you may work with other campus leaders to identify faculty development needs, design appropriate programs and efforts to address those needs, and seek necessary support for implementation. Not all of the efforts require additional resources; many can or should be supported by faculty members themselves as part of their professional commitment. The future success of the community college depends on your efforts in this arena, and as professionals faculty have the obligation to seek opportunities and to participate actively in programs that subsequently are implemented.

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The Piedmont Expansion Program: Community Colleges in International Trade

by Eduardo A. Peniche

The concept of the Piedmont Export Expansion Program (PEEP) grew out of a discussion by two officers of the Piedmont World Trade Council (PWTC) of Lynchburg, Virginia: Mr. Gerald M. Wilson, President; and this writer, a member of the Council Board of Directors and former president of the Council. Prior to that, Mr. Wilson had broached the subject of the Commonwealth of Virginia establishing an International Trade Institute with Charles Robb, who was then Lieutenant Governor. As a result, a decision was made to promote a regional effort for the Central Virginia area. Subsequently, this author created a project proposal, "An Export Expansion Program of Central Virginia," in collaboration with Mr. Wilson and circulated it to PWTC members. With input from the membership, the concept was then explained to Mr. Ralph W. Brown, Jr., then Coordinator of Research and Planning at Central Virginia Community College (CVCC), for his reactions and guidance.

As the project moved forward in the fall of 1982, a potential source of funding was identified through the Virginia State Council of Higher Education (SCHEV) which had established a "Funds for Excellence Program" for institutions of higher education. The concept was in keeping with the criteria SCHEV required for proposed programs, "...to benefit industry or to promote economic development..." Consequently, a proposal was submitted for potential funding, "A Model for Utilizing Higher Education Institutions to Promote an Export Expansion Program for Central Virginia." It was funded with "seed money" for the 1983-84 academic year.

Purpose

Originally, it was planned that this project would accomplish the following activities:

- Increase the number of additional businesses entering or expanding their international trade activities and utilizing CVCC's Cross-Cultural and Foreign Language Resource Center.
- Increase the number of academicians and businessmen acquiring new knowledge in international trade procedures.
- Increase the cooperation between higher education and business.

- Be supportive of the Governor's initiative to expand the Commonwealth's overseas trade.
- Promote the utilization of Virginia's ports.
- Share information with the Commonwealth's Trade Offices overseas.
- Publish a written report (*PEEP Monograph*) and circulate it throughout the regional, state, and nation.

The project was developed to serve the Central Virginia region comprised of the Cities of Lynchburg, Altavista, and Bedford, and the Counties of Amherst, Appomattox, Bedford, and Campbell, an area having a combined population of approximately 1800,000. Although situated several hundred miles inland from any seaport, the area is highly involved in trade in the various world regions.

Planning the Project

Once notification was received in October 1982 that SCHEV would fund the proposal, a group of interested academicians and businessmen gathered to work out the style and format of the program. The first formal meeting, held in February 1983 at the Lukens Corporation, was chaired by Mr. Gerald M. Wilson, President of the PWTC. Subsequent meetings were held at CVCC and Lynchburg College. The participants in these planning sessions, among others, were: L.Keith Elrod, Eduardo A. Peniche, Hendrik Schmidt, Kamal Abouzeid, and Ralph W. Brown, Jr.

As a result of these planning sessions, a viable program was developed for implementation starting on September 27, 1983. The project was named the Piedmont Export Expansion Program (PEEP).

During the evolution of the "Staff" it soon became apparent that members had special talents to contribute to the program. Keith Elrod had extensive business experience in his position with International Marketing for General Electric, while Henk Schmidt had vast knowledge of international financing from his position as Vice President with Central Fidelity Bank. Professor Kamal Abouzeid, Dean of the School of Business at Lynchburg College, had an extraordinary understanding of the complexities of international business. Ralph Brown, Jr. contributed his services as planner to the project during the crucial initial stage, and this writer was chosen as the Project Coordinator. As the Staff evolved in this interactive process, it was clear that Elrod, Schmidt, and Abouzeid complemented each other with their collective experiences and abilities, while the Coordinator and Brown served as a support team to the others. Mr. Brown's major responsibilities included serving as an advisor and back-up to the coordinator and as the author of the *PEEP Monograph*.

The program features were established as follows;

- How to find Export Opportunities
- Developing Sound Export Marketing Plans
- Coping with Cultural Differences
- Financial Services for Exporters
- Management Problems in Export Trade
- Services Available from the Piedmont Foreign Trade Council

A major concept that became the thrust of this project was that of integrating six aspects into a program that would provide a complete understanding of the export trade. Included in this approach was the primary idea that, in order to combine academic and business experiences, it was necessary to insure that "nuts and bolts" topics would be emphasized over theoretical or cultural aspects.

Having decided on an integrated approach, the question arose as to the number of participants to be served. It was felt that the subjects to be dealt with could best be presented through a seminar format. Since the average size became 24 per group, it proved to be the workable method.

Through various staff meetings, a schedule for an academic year was drafted, which evolved from a series of 30 to 35 topics that the Staff identified during their brainstorming sessions. It was decided that the schedule calendar should parallel CVCC's schedule, including fall, winter, and spring quarters.

Because of work schedules and individual abilities, Keith Elrod was selected to head the program as Dean. The overall administrative responsibility for the project was assigned to the author. Except for the Research Associate, the primary instructors were the staff members. In addition, a faculty member from Randolph-Macon Woman's College and businessmen from the PWTC served as guest lecturers for special topics at no cost to the project.

The question was raised during planning as to those who would be invited to attend from various businesses. Should it be the chief executive officers of the companies or the managers and shipping clerks? It was decided to let the selection of the various representatives be determined by the companies themselves. In addition, it was decided to invite college students from the local colleges to attend on a free basis if recommended by their Dean or college advisor. Unfortunately, no college students participated other than to attend special sessions or seminars with the diplomats.

Since an integrated approach had been agreed upon, it was decided to physically locate the various functions of the project at several different locations. As the applicant agency, CVCC was designed as the location for the administrative organization. During the planning stages, an office at the Lukens Corporation was used and was maintained throughout the entire project serving as the "downtown" location as necessary. Lynchburg College, a private four-year liberal arts college, was selected as the setting for the classroom activities for the project. In addition, classes in Spanish in support of the project were taught at CVCC. Portuguese, through the Self-Paced (Self Instruction) method, was also made available to the participants.

Implementation of the Program

After final approval of the draft copies of the fall, winter, and spring schedules, a mail-out brochure, describing the program's emphasis on areas of international marketing and financing, was distributed by the Project Coordinator. Also included were sections on the geographical and historical aspects as well as the cultural differences and cultural change in Latin American countries.

While the original intent was to have a maximum of 30 participants in the pro-

gram, it soon became apparent that this number had been overly optimistic. As it developed, the average number each quarter was 14, which did not include visitors from the business community or from the colleges who attended selected presentations. Surprisingly enough, 31 students enrolled each quarter for the Spanish courses for businessmen and travelers.

One example of the variety of issues addressed by this program is the portion of the Winter session which was devoted to "practical considerations for exporters," such as: packing, forms, controls, forwarding, shipping, insurance, etc. This program provided practical information for the participants and exemplifies the emphasis that was given throughout the academic year.

One of the highlights of the program was a seminar devoted entirely to the discussion of a case study related to international marketing held on June 5, 1984. At an earlier session, the class participants and staff had received copies of a "Case Study Case VI-4" found in *International Marketing* by P. R. Cateora. An informative and interactive dialogue provided an opportunity for the participants to apply aspects of theoretical and experiential concepts relating to international marketing to a realistic situation.

One of the major activities each quarter involved having diplomats from the Latin American countries participate in the seminars. The diplomats, economic or trade counselors at their embassies, also visited various local firms and afforded area businessmen the opportunities for a "one-on-one" meeting to discuss matters of mutual interest. For example, Lukens Corporation was able to solve a longstanding problem that it had in Guatemala related to foreign exchange. HARCO managed to discuss matters related to bidding in Honduras. Simplimatic Engineering Company and Limitorque Corporation discussed marketing opportunities of their products in Colombia and Venezuela, respectively. And Griffin Pipe was able to obtain information to locate a distributor in Peru.

Evaluation of the Project

Since turnover in the class participants was anticipated, each group was given the opportunity to evaluate the program at the end of each quarter. They gave the program an overall score of approximately 4.30 on a scale of 1 to 5 (86%) and many positive comments were also received. Participants were awarded CEU's each quarter and received a certificate Award of Completion. Those who completed the entire 30-week program were awarded a special Certificate of Completion.

The cooperative arrangement between academicians and businessmen, while certainly not unique, was very successful. Much of the instruction was provided by individuals from the business sector who had "hands-on" experience and could relate well to the participants. Additionally, the academicians provided logistical support and a classroom environment as well as conducted seminars covering theoretical aspects of export trade and seminars on the culture of the Latin American countries. It was an effort that brought together business leaders and faculty members from Lynchburg College, Randolph-Macon Woman's College, and

Central Virginia Community College giving team lectures in an atmosphere of professional cooperation.

Summary of the Program

This project, as intended, has served to motivate individuals and firms to become involved in export trade or to expand their current export operations. In addition, various spin offs from this project have been realized. For example. Lukens Corporation was able to solve the company's problems with release of divisas in Guatemala and was able to initiate negotiations for a joint venture in that country for 1985.

As the project progressed throughout the year and publicity regarding the three-day visits each quarter by the diplomats increased, it became evident that a very powerful drawing card had been created. As part of their visits to the City of Lynchburg, the diplomats were greeted by city officials and presented with engraved Jefferson cups. During their stay, they visited a number of businesses and industries as guests of their chief executive officers. A banquet and reception was also given each quarter for the diplomats under the auspices of the PWTC. Seminars were held at Randolph-Macon Woman's College and Central Virginia Community College as additional activities to the original plans for the diplomats. These added features included a Latin American Studies Seminar and luncheon at Randolph-Macon Woman's College hosted by the college's President, Dr. Robert A. Spivey, and a Chief Executive Officer's Breakfast/Seminar hosted by Central Virginia Community College's President Dr Johnnie E. Merritt.

Results

Perhaps the most important result of the PEEP project was the relationships established among international businessmen, academic institutions, the service industry, and the public sector. A program like PEEP might even be "franchisable" through colleges and other educational institutions with some financial assistance from government agencies and business.

It is even feasible to create programs at the graduate level in international business working cooperatively with local community colleges that would be involved in certifying secretaries, shipping managers, and others in the area of international trade. Seed money from government and industry would be a small price to pay for better qualified international trade personnel.

In summary, as a result of this successful joint venture between academia and business, community colleges, as well as other educational institutions, should be viewed as potential resources available to assist in the understanding and promotion of international trade.

Note: Under the title of Piedmont International Business Program (PIBP), Lynchburg College is presently implementing a similar program in the Central Virginia area.

Recommendations

- In order to make this type of program more attractive to participants, both

CEU's and college credit should be awarded. The length of the entire program should be shortened from 30 sessions to 18 and the entire program completed in the equivalent to one semester's work. The foreign language component, however, must remain from one to two years of academic work.

- Focus on diplomats as guest presenters from their respective Embassies located in Washington, D.C. as an effective and meaningful component to this program.
- Use actual case studies from local areas if available, and provide the participants with an ample supply of written hand-outs representative of the type of forms and material actually used in export trade.
- Develop a rapport with the U.S. Department of Commerce, State Department of Commerce, Governor's Office, Regional Planning Districts, Chambers of Commerce and others.
- Identify a source of funding that will provide approximately $20,000 for a one-year project, to include follow-up mini-workshops.
- Develop outreach "nuts-and-bolts" programs in community college service regions to promote international trade by offering academic support through cross-cultural education and the development of foreign language skills.

Eduardo Peniche is Assistant Professor of Foreign Languages and also Public Information Officer at Central Virginia Community College. He was coordinator for the Piedmont Export Expansion Program and is currently a member of the Advisory Group to the Governor of Virginia on International Education and of the SCHEV Committee on International Education. He was recently appointed to the advisory board for a Hispanic culture and language program to be produced by WGHB in Boston.

Reading and Writing to Learn at Blue Ridge Community College

by Douglas A. Petcher

> The procedure is actually quite simple. First you arrange things into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step. Otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well . . . . After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated (Bransford & McCarrell, 206).

Most readers find the above passage disconcerting. Although the words themselves present no problem, the meaning somehow fails to emerge. However, when the title, "Washing Clothes," is supplied, that sense of confusion vanishes; and there's an almost audible "click" of comprehension as everything falls into place.

This phenomenon suggests that reading consists of more than decoding. To understand what we read, we must recognize not only the words; we must also use our knowledge of the world to make sense of them. Understanding the above passage, for example, becomes possible only when what we see on the page and what we know about washing clothes interact to produce meaning.

Conceiving of reading as the interaction of mind and text has important implications for the classroom. As teachers, we typically do little to bring about that interaction. We require reading, but the pervasive "assign and test" approach to instruction ("Read chapters 20 and 21 for the quiz on Monday") assumes the independence in learning that we want our students to develop. To foster that independence, we need to facilitate learning as well as monitor it--to play the role of catalyst as well as tester.

Effecting such a change in one's pedagogy requires good intentions, as well as sound methods. After all, how exactly does one create circumstances in which that click of comprehension will occur? For the faculty at Blue Ridge, the answer to that question has evolved gradually out of a series of workshops, meetings, and other activities supported by a $91,000 Funds for Excellence grant from the Virginia State Council of Higher Education.

Participating in BRCC's Funds for Excellence project involves signing up for what amounts to a year-long seminar in the relationship between language and learning. The heart of this development program is a series of workshops conducted by reading and writing experts during which the participants experience numerous ways to promote learning in their classes. The reading strategies introduced fall into three categories: ways of preparing students to read, ways of promoting interaction during reading, and ways of helping students discover and consolidate what they have learned. As can be seen from the following discussion, most of these techniques involve writing as well.

Through prereading strategies, students discover what they already know and what they don't know about the subject to be studied. For example, one method of activating prior knowledge is "clustering," a free association technique developed by Gabrielle Rico (1983). Clustering involves writing a word in the middle of a blank sheet of paper and recording around it all of the associations the word evokes. Because almost any word will elicit some associations, students can quickly discover, through clustering, that they know something (however little) about even the most arcane subjects. This process of discovery is enhanced when students share their clusters in pairs or small groups and then pool their knowledge through a class brainstorming. Organizing these random associations results in a categorical overview, a collection of subtopics with supporting details that comprises the class' prior knowledge and suggests fruitful areas of inquiry (Estes & Vaughan, 128-31).

By activating prior knowledge through writing and class discussion, this type of prereading activity sparks the interaction of mind and text through which learning occurs. It also builds confidence and piques interest by putting students in a position of authority. The students discover that they are not blank slates, after all. Rather, they are knowledgeable readers who, through further study, can expand and modify what they already know. Because any questions to be answered are generated by the class, not supplied by the teacher, the students actually find themselves reading to learn instead of reading to pass.

A student who has concrete and meaningful goals for reading is in a position to respond actively to the text, not just color it green or yellow with a highlighter. At Blue Ridge, many of the faculty introduce students to a notetaking system developed by Estes and Vaughan that encourages active reading (136-41). The system consists of symbols the reader jots in the margin to indicate agreement (), disagreement (x), surprise (!), and confusion (??), as well as to mark new information (+), key passages (*), and statements that raise questions (?). These symbols promote interaction with the text as well as guide a review by providing the students with a useful record of their initial responses.

Reviewing after reading is a crucial step in the learning process that most students ignore. Because of its importance, a number of BRCC faculty encourage reviewing by asking their students to write informally about what they have read, focusing especially on those aspects of the reading which have elicited strong responses. Following, for example, are excerpts from the response of a female

biology student to an article entitled "Big Fish, Little Fish," by Stephen Gould (1983):

> I greatly enjoyed reading Gould's views of sex in the animal world. It made me sit back and think for the longest time about women's superiority. For example, in the world of bees the females dominate. They do all the work, give birth, and travel. Men are simply needed for sexual purposes and the bees are doing just fine.
>
> I also chuckled after reading about the male role in angler fishes. In this order of fishes the male just quits functioning, and he bonds himself to the female. The male becomes entirely dependent upon the female for survival. (I wouldn't mind being an anglerfish for a while.) Not only are the males dependent upon her, but several males are often bonded to one female.
>
> Ceratoid males in essence lead the same lives as anglerfishes. They begin as independent souls feeding and living alone yet then undergo a quite drastic change. They lost their teeth and attach themselves to a female and become "a sort of sexual torpedo." I loved that phrase.
>
> I also thought about another animal not mentioned in the article. Black Widow Spiders are a great force in womanhood. They find a man, consummate the relationship and when his deed is over she kills him. This is obviously a favorite animal of Gloria Steinem.
>
> . . . I certainly hope many males read this article and gain much needed respect for their mates.

Typically, students write article summaries to demonstrate learning, not engage in it. Maintaining a thoroughly objective stance, they recapitulate what they have read as a way of assuring the teacher that comprehension has occurred. In the excerpts shown above, however, writing provides a medium in which the student and the article interact. Through writing, the student draws upon her whole self--including her prior learning, her value system, her emotions, her sexual identity, and even her sense of humor--in order to reach an understanding of the Gould article. She also felt free to reveal her thoughts to her instructor, who assumed the role of interested reader, not punitive grader. The result is writing that is unorthodox, but also liberating and enjoyable for teacher and student alike.

This use of written language to draw students into the learning process typifies both reading and writing to learn at Blue Ridge. Our project does not seek to transform the faculty into reading and writing teachers. Instead, it seeks to transform teaching and learning by substituting active thinking for passive memorization. In all subjects, there is much our students must be taught. The question is whether we approach that task as the filling of empty vessels or the activation of human minds. The answer is crucial because it determines whether our students, during their time with us, will merely acquire information by learning facts or acquire independence by learning how to learn.

This broad focus on teaching and learning as well as the joint emphasis on reading and writing has drawn a wide variety of Blue Ridge faculty members

to the Funds for Excellence project. Since it began in the fall of 1986, two-thirds of the full-time faculty have participated. The disciplines represented have ranged from philosophy to auto mechanics, with a fairly equal mixture of general education and vocational/technical faculty involved.

The series of day-long workshops, held off campus, has given these faculty members from widely divergent backgrounds an opportunity to understand one another and to develop a greater appreciation for each other's disciplines. The meetings held on campus between workshops have provided an occasion for the informal exchange of ideas, concerns, and successful teaching strategies. During this year's meetings, a number of the original participants have shared reading/writing techniques which they developed and continue to refine. Besides working together as resources, the faculty have had the benefit of visiting experts--Dr. Thomas Estes, Professor of Reading at the University of Virginia and Dr. Christopher Thaiss, Associate Professor of English at George Mason University--who have conducted the workshops, and of on-campus coordinators--Dr. Jeanne Steele and myself--who have administered the project.

Because participation entails a year-long commitment, each faculty member involved in the project earns a stipend of $1000 along with 3 credit hour equivalents as described by VCCS Form 29. Grant funds are also used to provide release time for coordinators, honoraria and travel for experts, and meals and refreshments at workshops and meetings.

Assessing the impact of such a project is always difficult. However, a variety of indicators, including pre/post attitude surveys, samples of student writing, faculty evaluations, and course outlines created by faculty who have participated indicate that desired change is indeed occurring. Not everyone who has participated has fully embraced the concept of reading and writing as tools for learning. All, however, have had the opportunity to reflect on their experiences in the classroom and to explore, with their colleagues, the intriguing question of what teaching and learning involve.

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Douglas A. Petcher is Associate Professor of English at Blue Ridge Community College and Director of the BRCC Funds for Excellence Project, Reading and Writing Across the Curriculum.

Announcing the Annual Meeting of the North Carolina - Virginia College English Association

Blue Ridge Community College and Mary Baldwin College will co-host the annual meeting of the North Carolina - Virginia Chapter of the College English Association on October 21 - 22, 1988, in Staunton on the Mary Baldwin campus.

This year the guest presenter will be the distinguished author and teacher, George Garrett, who will speak on "The Teaching of English and the Literary Establishment." Mr. Garrett, who is currently writer in residence at the University of Virginia, has written poetry, drama, and fiction but perhaps is best known for *The Death of the Fox* and *The Succession*, novels that deal with events of the Elizabethan era.

The NC-VA Chapter of the CEA invites community college faculty in Virginia to join an organization devoted to scholarship and teaching excellence in language and literature.

For further information about membership and the annual meeting, please contact:

Dr. Darrell Hurst, President NC-VA CEA
Blue Ridge Community College
P.O. Box 80
Weyers Cave, Virginia 24486

Abstracts from the Fifth Annual Convention of the Virginia Community Colleges Association, November 12 -14, 1987

The Effect of Differential Funding and Budget Allocations on Texas Community College Program Completion Rates

by Jeff Marsee
North Harris County College, Houston, Texas

The purpose of the Texas Community College study was to investigate the relationship between revenue per student and program completion rates. Assuming that positive relationships existed, the study also proposed to determine whether different levels of revenue per student changed the percentage of funds budgeted to various expenditure (i.e., functional) and recipient (i.e., quality) categories and whether these differences in resource allocations affected program completion rates.

The analysis focused on the relationship of twenty-two input (i.e., predictor) variables to four output (i.e., program completion rates) variables. To organize the independent and dependent variables into identifiable categories, six conceptual subgroups were developed:

- Predictor (revenue) variables
- Functional (expenditure) variables
- Primary/Secondary (combined expenditure) variables--Recipient (quality) variables
- Campus Size
- Output (degrees/certificates awarded) variables

Results of testing the twenty-six variables indicated that more adequately funded community colleges (i.e., revenue per FTE) had higher program completion rates. This finding seemed to be supported by the fact that the proportion of expenditures did vary in systematic and predictable patterns, dependent upon the relative financial strength of a community college as measured by available discretionary income. Vocational and academic student success rates improved when institutions had more discretionary revenue per student. However, reasons for this conclusion differed for each type of program, i.e., academic or vocational. Vocational program success rates were largely attributable to the amount of funding (state and total) available to main-

tain small class size and high expenditure rates per student. Academic completion rates were affected only by additional dollars spent on support service and administrative activities.

It was concluded that students appear to stay with programs (vocational or academic) if they believe that they are getting a quality education. Vocational students translate quality as small classrooms, up-to-date equipment, and easy access to the instructor. The academic student trades-off easy access to instructor (no relationship to class size and completion rates) for well trained and supervised faculty. This latter observation appears to be particularly true in community colleges that utilize a larger proportion of part-time/adjunct faculty to full-time faculty.

It was also noted that the size of a college had a negative effect on academic and total degrees awarded. This study did not identify any relationship between average faculty salary and program completion rates.

Conclusions from this research can provide community college educators with specific financial information that may be used to support funding requests, to improve institutional outcomes by better utilizing existing financial resources, and to minimize the potential negative effect of differential funding.

The Role of the Community College in Economic Development: Technology Transfer - A Pilot Program

by Diane S. Long
Northern Virginia Community College

The Center for Innovative Technology (CIT) and the Virginia Community College System established a three-year pilot Technology Transfer Program to apply innovative technology to improve the economic performance of Virginia businesses. Nine sites have been selected throughout the Commonwealth: Central Virginia Community College, New River Community College, Northern Virginia Community College , Paul D. Camp Community College (in conjunction with Tidewater), Southwest Virginia Community College, Thomas Nelson Community College, Tidewater Community College, Virginia Western Community College, Wytheville Community College, and Halifax County/South Boston Continuing Education Center. Each program is administered by a Director who helps small to medium-sized businesses become more competitive, productive, and profitable.

The Directors work one-on-one with local businesses to bring together unfamiliar or under-utilized technological resources with the specific needs of business. In addition to their roles as technology brokers, the directors also refer businesses to training, education, and business-development services available through community colleges and other resources such as public institutions of higher education, local and state economic development programs, federal agencies, and the private sector.

While the process is similar for all sites, the actual services provided vary from location to location and reflect the local economy. To initiate the technology transfer

process, the director arranges a meeting with the owners or managers of the business to discuss a potential need for assistance. After defining and analyzing the specific business problem, the director identifies and contacts the appropriate providers. Then, the direct determines the relationship between the business need and the available resources, and arranges to bring the business and the resource together. Following the match up, the director consults with the business to determine how helpful the suggested resources were in meeting the specific needs of the business.

John Jerke, Northern Virginia Community College; Dan Mills, Wytheville Community College; and Steve Cooper, Thomas Nelson Community College provided specific examples of the Technology Transfer Program at their respective colleges.

Panel Discussion
Development Is Everybody's Business: Institutional Advancement - Demystifying the Process

by Cheryl W. Creager
Tidewater Community College, Chesapeake Campus

PANEL: Dr. Charles R. King, President, SVCC; Mr. Fay R. Avery, Chairman, Business Division, Alexandria Campus, NVCC; Dr. Robert L. Bashore, Dean of Student Services, CVCC; Ms. Andrea J. Burney, Public Information Office, DCC; Mrs. Evelyn F. Richards, Business Office Manager, NRCC; Dr. A. P. Smith, Director of College Relations, DSLCC; Mr. Thomas W. Wilkinson, Director, Learning Resources Center, NRCC; Dr. Cheryl W. Creager (Moderator), Director of Business and Community Relations, TCC-Chesapeake Campus.

Panel members, representing a variety of areas of responsibility within the community college structure, were asked to comment upon resource development and institutional advancement as they relate to respective offices and functions. They were advised that many who might be attending the concurrent session might be new to the field of resource development. Therefore, one objective of the session was to involve people working in community colleges who may not have had the opportunity to learn about or to be exposed to the issue of resource development due to the nature of their respective positions within the system.

The panelists were provided with the following guidelines:

- attempt to acquaint the audience with institutional advancement as an important element within the community college structure, pointing out its advantages to the various offices and staff;
- generally define the concept and illustrate how institutional advancement is vital in moving the VCCS forward into linkages with the community that we serve;
- assist the audience to identify his or her role in the institutional advancement efforts;

- illustrate by examples the need for institutional advancement staff and the process of resource development to become an integral part of a team within a community college structure to facilitate community outreach;
- comment on the success of your institution in resource development with the specific reference to how you and your area of responsibility contributed to the process; address problem areas if any;
- indicate what you see as the benefits of successful development at your community college.

Dr. A. P. Smith

Dr. Smith provided an overview of the institutional advancement and resource development history within the Virginia Community Colleges. Her comments included a focus on the many tasks that fall within the area of "development" and the need for staffing and budget to support these functions, particularly directed toward the need for a separate and identifiable development office within a college structure.

Dr. Charles R. King

Dr. King emphasized the need for a working partnership within the institution to set an example and create an atmosphere to involve those concerned in the process. "It is important for the President's Office to set the tone and to be the catalyst." His comments included reference to the importance of development activities to function within a team structure, based upon an agreed operating philosophy for the college. Institutional advancement should not be perceived as only the job solely of the development officer. Dr. King cautioned that development activities should be paced and carefully designed to avoid the hazard of supplanting state funds. Development success should augment and enhance state budget funds for the college. Several examples were given of development activities in the area of student loan funds and business/industry partnerships. SGA marketing and outreach efforts to local high schools were also described.

Mr. Fay R. Avery

"Division chairmen should provide a positive environment for ideas, should inform the faculty, and provide encouragement." Mr. Avery commented extensively on examples of NVCC activities that extend the resources of the college beyond the academic program. He provided copies of the NVCC marketing plan and other materials available by contacting his office. Mr. Avery strongly advocated cooperation among staff and the integration of the concept of resource development within the college to insure the success of institutional advancement.

Dr. Robert L. Bashore

Dr. Bashore stressed the value of and necessity for working closely with the President as the key to successful institutional advancement in community colleges. Presidential leadership and support in resource development is vital and lends credibility to the process. Dr. Bashore provided information on activities that involve outreach to high schools within the CVCC service region including the Honors Assembly program. One scholarship is granted to each area high school to be awarded to a member of the top ten percent of each graduating class.

Ms. Andrea J. Burney

"It is imperative that the public information office be involved with the planning for resource development. Coordination and cooperation are essential." Ms. Burney indicated that the role of the public information office is critical to successful institutional development advancement activities. She suggested that when grants are being written consideration should be given to including funds for public relations and public information to provide the means by which publicity and materials can be developed. Ms. Burney indicated that innovation and creativity in media releases and public information materials can be the key to gaining higher visibility in the community for the college and its needs. "One approach for gaining media coverage for these smaller gifts would be to include reference to the gift and the donor in other printed materials of the college such as tabloids distributed to promote registration."

Mrs. Evelyn F. Richards

From the perspective of the business office, Mrs. Richards noted that coordination and cooperation is critical to the appropriate monitoring of funds within resource development, and at New River the process is very thorough with complete and accurate records maintained on all funds so that the college can, at any time, identify donors and amounts of gifts.

She also stated that a well organized and supportive development office and staff is essential to this process.

Mr. Thomas W. Wilkinson

As evidenced by other New River representatives to the panel, Mr. Wilkinson carried through with the concept of teamwork and cooperation among those working in and near resource development within a community college environment. He indicated that the identification of the "ownership of problem-solving" is very important to success of the teamwork approach to institutional advancement. "It is a process of working together. It is not just the job of one person."

It was generally agreed by all panelists that each segment of the college can derive benefits from resource development activities of the institution.

Suicide: The Warning Signs

Russell H. Riley
Lord Fairfax Community College

While statistics on attempted and accomplished suicide are conservative, they highlight the magnitude of suicide as a major problem, especially among the young. Suicide is the third leading cause of death in the United States in the 15-24 age category. Ten thousand college-age persons attempt suicide each year, and about 1,000 college students succeed in taking their lives. Sixty percent of all suicides are people suffering from severe depression, half of whom seem to have some drug or alcohol involvement. It is clear that all who work with youth ought to be concerned and informed about suicide.

In his article, "At the Point of No Return" (*Psychology Today*, Mar. 1987), Edwin Shneidman discusses a number of characteristics of suicidal thinking. Crucial needs such as love, security, achievement, friendship, trust, and respect are often frustrated and perceived as lacking in the life of the individual contemplating suicide. Feelings of helplessness and hopelessness are common among the potential victims of suicide, as is the belief that no one can help. The potential suicide wants to live and die, and the mood may swing between these two wishes hour to hour or even minute to minute. Shneidman points out that such persons may think in terms of absolutes: a complete solution to their problems or a complete cessation of life.

The film, *Suicide: The Warning Signs* (Centron Productions), features three examples of suicidal behavior in youth and reviews seven warning signs of impending suicide. Several suggestions are made for helping the individual in despair: (1) deal with the situation directly and try to talk about it openly and frankly without arguing about it; (2) seek professional help over a suicide hot-line or through the school counselor or a mental health clinic; (3) make direct contact ourselves if the individual can't or won't.

Suicide is not a disease, but an act, a behavior about which we can do something if we raise our own awareness level and are willing to get involved to save a life.

Reading, Writing, And Learning Across the Curriculum: Helping Students Make Connections

by Doug Petcher
Blue Ridge Community College

Thoseparticipating:

Christopher Thaiss, Associate Professor of English, George Mason University
Thomas Estes, Professor of Reading, University of Virginia
Gay DeLonge, Associate Professor of Veterinary Technology, BRCC

Brian Delaney, Assistant Professor of English, BRCC
Ann Nielsen, Instructor of Biology, BRCC
Warren Wise, Instructor of Developmental Mathematics, BRCC
JoAnn Lowdon, Assistant Professor and Program Head, BRCC
Douglas Petcher, Director, BRCC Funds for Excellence Project

This session began with presentations by Christopher Thaiss and Thomas Estes on the connections between reading, writing, and learning. Following those presentations, five faculty members who have participated in the Reading, Writing, and Learning Across the Curriculum project at Blue Ridge Community College described successful strategies they use to promote learning in their classrooms.

Gay DeLonge discussed her use of informal writing before and after learning experiences such as field trips and lectures in her veterinary sciences classes. She uses writing both to prepare students to learn and to help them discover and consolidate what they have learned. Also, reading and responding to such writing helps her to stay in touch with her students.

Brian Delaney described his use of journal writing in his American Literature classes. By responding in their journals to the required readings, his students reflect on the themes of the course and prepare for class discussion.

Anne Nielsen outlined a variety of ways in which she uses reading and writing to improve student performance in her biology courses. These include the study of Latin word roots, the use of textbook study guides, and a series of extra credit reading-writing assignments that introduce students to non-technical biological literature.

Warren Wise described a notetaking strategy he has developed that enables his developmental mathematics students to translate the language of word problems into mathematical operations. This strategy helps his students deal with the unique demands that studying mathematics places on their reading skills.

JoAnn Lowdon, whose nursing students must pass state boards in order to become R.N.'s, distributed a study skills and test taking handbook developed by herself and five other BRCC faculty members involved in the reading and writing project. The handbook outlines effective study habits, notetaking strategies, test preparation methods, and other college survival skills for the benefit of new students at Blue Ridge.

Douglas Petcher gave a brief overview of the BRCC project, introduced the speakers, and moderated the discussion.

Sauerkraut for Cows: Writing to Learn in Veterinary Technology

by Gay L. De Longe
Blue Ridge Community College

The selection of appropriate techniques from those described in the Reading and Writing Across the Curriculum workshops presented me with some difficult choices. With the amount of material we are required to teach in Veterinary Technology, the techniques had to take very little time but needed to encourage students as they wrote and to enhance their understanding of what they learned.

Two techniques proved especially useful. The field trip summary--in which students react to observations made on the trip in a personal manner, ask questions, or note something that especially affected them--has convinced me that the students see and assimilate much more than I had thought. Also, the use of a class journal is a method that allows students to explore topics introduced in class and to more thoroughly understand them through writing. Both have increased students' understanding of complex, sometimes overwhelming, material and allowed those who rarely participate in classroom discussion to express their ideas.

Reading and reacting to the journals has improved my teaching; it rekindles my enthusiasm to find that students were stimulated by a lecture or topic and helps me explain material better that may not have been completely clear the first time around.

Blue Ridge Community College - International/Intercultural Programs as of 11/14/87

by Nancy Sandberg
Blue Ridge Community College

Although Blue Ridge Community College is presently at the "awareness" stage, the first of seven acknowledged stages in the development of an international/intercultural program, several activities have been implemented or completed at the college to foster its development.

Among these are a survey made of faculty to determine the use of international source materials in classes, a survey of area high schools which found that forty-six students had studied in a foreign country, and a grant application made by ten BRCC instructors to provide a faculty training program for international/intercultural approaches in instruction.

The interaction between the college and its service area has also been an attempt to promote international and intercultural awareness. Elementary students were offered two classes last summer in Soviet and African culture, area businessmen were invited to participate in global-trade teleconference series, and the BRCC nursing

program has received funding for a workshop on nursing patients of different cultures. Preliminary discussions have been held with the Valley Arts Alliance to present an international festival in the Shenandoah Valley. Also, instructors at BRCC, Mary Baldwin College, Fishburne Military School, and Spotswood High School have joined together to create the Central Shenandoah Foreign Language Collaborative.

In the future, Blue Ridge Community College plans to increase its offerings to enhance international and intercultural appreciation and to formally establish a working consortium with area colleges. Specific areas to be shared will include development of international courses, exchange programs for foreign study, expanded foreign language offerings and creation of forums, and inservice training for faculty and staff.

Twenty-One Days in the Dominican Republic

by John M. Killian
Virginia Western Community College

In the summer of 1987, ten students and a Virginia Western Community College professor spent twenty-one days in the Dominican Republic, supported by Community College Ministries and the United States Peace Corps. Nine days were spent living with Dominican host families in Los Alcarrizos, a suburb of Santo Domingo, and in Mata De Limon, a rural village in the center of the country. The remaining twelve days were devoted to lectures on Dominican culture and history and to visits to Peace Corps development sites.

Students had a first-hand opportunity to compare their observations of conditions in a third world nation with classroom perceptions gained from a sociology course devoted to a study of the Third World, which they completed in the spring of 1987. Their first hand experiences with food, health, sanitation, transportation, and educational difficulties that prevail in this part of the world left them with an appreciation of the potentials and problems of a Latin American culture.

The Joy of Professional Development

by John Calabria
Blue Ridge Community College

Just as there are stages in adult development, there also may be progressive steps through the groves of academe. Harold Hodgkinson speculated that "teachers are not finished products, they can learn new skills and strategies, grow and change, and go through somewhat predictable stages of development." As a participant in the Virginia Tidewater Consortium Summer Institute held at the College of William and Mary, I feel I passed through a very meaningful stage of development. The institute

involved learning new teaching skills and strategies through the "master teacher" concept and applying them to the community college classroom.

The institute focused on the following topics:

- Teaching Styles and Learning Styles
- Basic Principles of Learning and Motivation
- Principles of Good Practice in Undergraduate Education
- How Assessment Can Improve Instruction
- Possible Writing-for-Learning Tasks in All Disciplines
- A Basic Strategy for Inquiry Teaching
- Qualities of Good Lecturing
- Helping Teachers Help Adults Learn
- Evaluation of Teaching Effectiveness
- Effective Use of The Model of Cognitive Operations
- Questioning as a Teaching Device
- Inquiry as an Effective Learning Method
- Strategy for Inquiry Teaching
- Testing and Measurement
- Interpersonal Relationships and Communication
- Information Processing By Learners
- Telecommunication
- Course Evaluation
- Student Motivation

In addition to the instructional value of new strategies and techniques for teaching that may be learned, faculty development has another dimension that is often forgotten. Warren Martin reminds us, "...unless faculty feel valued, important, fulfilled, competent, as whole persons, they cannot contribute greatly to the student's growth or institutional well-being."

But professional growth through faculty development may help them "to become more imaginative, compassionate and fully actualized human beings capable of strengthening educational institutions and serving as educational exemplars and leaders for students."

Staying Alive--The Central Virginia Faculty Consortium

by Art Dixon
J. Sargeant Reynolds Community College

Presenters:

Jon Wergin, Virginia Commonwealth University;
James Martin, Richard Lacy, Lawrence Roderer, and Arthur Dixon,
J. Sargeant Reynolds Community College

The Central Virginia Faculty Consortium, comprising four senior institutions--Virginia Commonwealth University, William and Mary, Randolph-Macon College, Virginia Union University--and J. Sargeant Reynolds Community College, was created in 1985 to address the issue of professional development for senior faculty. In an era of limited job mobility, when most faculty will remain in their present positions until retirement, providing opportunities for professional development that will help faculty maintain interest in and commitment to their careers is increasingly important. For community college faculty in particular, continuing professional development is critical because of the limited number of courses they teach, most at the survey level, and the limited time and opportunity to be involved in research.

Research, conducted by a team at VCU, on senior faculty career patterns and perceptions formed the basis of a grant proposal submitted by the Consortium to the Ford Foundation. Among the findings of the research was the desire for a greater sense of community and the need to find a "niche." Additionally, the most satisfied senior faculty appear to be those whose energies and interests can be accommodated by job related activities.

Under the leadership of VCU, a representative planning group applied successfully for a separate Ford Foundation grant to experiment with professional development activities. These have included summer seminars for senior faculty from each of the Consortium college; Consortium sponsored courses team-taught by faculty from several institutions that are open to students from all the colleges; and teaching courses and giving lectures at other Consortium institutions by faculty.

The senior-faculty summer seminars were designed as intensive interdisciplinary experiences of one to two weeks duration led by prominent faculty members from Consortium institutions, with each institution selecting two senior faculty members to participate in each seminar. The two topics during the first summer program were "The Bill of Rights," led by Professor Melvin Urofsky of VCU, an historian and attorney; and "The Social and Ethical Impact of Computers," led by Professor Michael Wessels of Randolph-Macon, a psychologist. In addition to the seminar itself, each group of faculty fellows met periodically throughout the following academic year for follow-up activities and to report on the projects they designed and implemented on the basis of their work in the seminar. The seminars for the second summer were "Geometry and Reality," led by Professor John Berglund, a mathematician at VCU; and "Studies in Mass Communication," led by Professor Scott Donaldson of William and Mary. Both faculty participants and the seminar leaders were paid stipends from grant funds.

In addition to the opportunity to explore academic topics in depth, the creation of personal and professional networks across institutional boundaries has been an extremely positive result as faculty from all the institutions became colleagues. Formal and informal evaluations that have been very favorable are a measure of the program's success.

Undergraduate Consortium courses are taught by teams of faculty from the Consortium institutions and are open to a limited number of undergraduates from all the member institutions. The first was "Nuclear Issues and National Security," led by

Bruce Unger, a political scientist from Randolph-Macon. He team-taught the course with a biologist from J. Sargeant Reynolds Community College; a psychologist from Virginia Union; an historian and two physicists from VCU; and a philosopher from William and Mary. The team members met as a group to plan the course and were responsible for one to three class sessions each. Additional Consortium courses have been offered, the latest, "Chronicles of the Sea," was taught by JSR and VCU faculty members.

Consortium courses provide opportunities for students from all of the Consortium institutions to study together and for faculty to work with colleagues from other disciplines and institutions. Both students and faculty note that institutional distinctions quickly disappeared in the courses. Given the Consortium's overall success, plans are being made to continue its activities without external funding.

Adult Literacy and the VCCS: What's Happening at Mountain Empire

by Kathy Jo Yates
PRIDE Project Director,
Mountain Empire Community College

The Mountain Empire Community College involvement in addressing the problem of adult illiteracy exemplifies the various roles the community college can play in supporting existing programs and implementing auxiliary programs.

Several years ago the college became actively involved with existing volunteer literacy programs by providing college work study students to work as tutors and by offering college credit for tutoring. College faculty provided tutor training classes while administrative staff assisted in grant writing, printing, word processing, and graphic arts.

Although these volunteers programs are essentials to meeting the needs of the adult learner, the college determined that volunteer programs have been fragmented and limited in their efforts; therefore, the college moved to consolidate the geographically diverse existing programs into a more unified approach through funding from the Virginia General Assembly. As a result of Mountain Empire's efforts, funding was provided for project PRIDE (Providing a Rural Initiative for Developmental Education).

PRIDE is designed to serve the four countries of Lee, Scott, Wise, and Dickerson (partial) as well as the City of Norton. Because approximately 60% of the target population lacks adequate transportation, adult learning centers are established in carefully selected areas to serve a greater number of adults. PRIDE offers a variety of materials including basic literacy, pre-GED, GED preparation, and English as a Second Language. All PRIDE instruction and materials are free to adult learners.

The goal of the PRIDE project is to serve the educational needs of 500 students this first year.

The accomplishments of the PRIDE project have been significant; however, to insure success, it is essential that PRIDE continue to work closely with existing programs as well as business and industry to provide a literate work force by the year 2000.

Honored at the 1987 VCCA Convention in the Support Staff Showcase

Albert W. Arnold, SWVCC
Janet G. Black, TNCC
Judy B. DeMarcus, DCC
Mary A. Dolliver, JSRCC
Adrienne D. Granitz, PVCC
Linda Hayslett, DSLCC
Shelia Hobbs, PDCCC
Cynthia W. Ingram, PHCC
Margaret J. Keith, MECC
Mary V. Krause, NVCC
Rena M. Maitland, JTCC
Virginia "Ginny" McClure, VHCC
Mardi V. McDaniel, TCC
Linda R. Nye, WCC
Phyllis Ollie, VCCS
Evelyn F. Richards, NRCC
Susan Sanders, CVCC
Crystal L. Smith, GCC
Shelia J. Stewart, VWCC
Barbara B. Tomney, LFCC
Wanda C. Watkins, RCC
Lester P. Wheelbarger, BRCC
Anne Yancey, SVCC

Focus on Teaching

This issue's "Focus" highlights a paper prepared for the Central Shenandoah Foreign Language Collaborative, one of several collaboratives in Virginia that bring together foreign language instructors from secondary schools, community colleges, and four-year colleges and universities to share their experiences and ideas on teaching foreign languages. For more information on this or other collaboratives, contact the *Journal*'s editors.

Using Video in the Foreign Language Classroom

by Carroll Yoder

"I put the spoon to the right, next to the knife. The fork is to the left." Fourteen-year-old Mimi was already visualizing the long road that led from Quebec to Hollywood. And from behind a tripod in a tangle of extension cords, I was reflecting upon the wonderful advantages of a new medium for teaching French. Little did it matter to me in 1972 that a clumsy reel-to-reel recorder took time and energy to tell its story in black and white. Whether one used a camera to synchronize easy vocabulary with show-and-tell shots or recorded movies, documentaries, and plays directly from television, it seemed that video offered a wonderful opportunity to make language and culture come alive.

After my eight week stay in Quebec, I returned to the college classroom with my treasure of tapes. I soon learned that my students had more than a little difficulty following the sound track. It only seemed to confirm their suspicions that normal students would never comprehend more than the artificial exercises of a patient teacher.

In desperation, I tested my ability to take dictation in a foreign language. Play, stop, rewind, play, stop.... My tape recorder took a beating before texts were transferred en toto (well almost) to purple duplicator sheets. It was a vast improvement if not the panacea that I had hoped for.

A glimpse of the real solution came two years later in Sweden while I was visiting friends. For the first time, I watched a television program with captions for the deaf in a foreign language. How easy it seemed to link the written and spoken language although I knew no Swedish. Oh, to have subtitles...mere electronic dreams beyond the reach of college professors.

Fortunately, appropriate technology in the form of the overhead project came to my rescue. As usual, the process took

plenty of time and patience. First, I manufactured a cover (raised slightly above the screen to prevent overheating) with a four-inch by one-inch opening, sufficient to show three lines of text. Then I placed a white cardboard beneath the television screen. The text itself was divided into three columns on a sheet of paper before being photocopied onto an overhead transparency. After cutting apart the columns and scotch taping them end to end, I was ready to proceed. My invention worked equally with a television program or film. While the titles were clear and easy to read, it was not difficulty to identify the disadvantages. Setting up the VCR and positioning the overhead projector somewhere in the middle of the classroom wasted valuable time. Nor could one assign the students to watch the programs outside of the class. Nevertheless, I did use my system rather extensively subtitling anything from FACSEA films to Sesame Street TV programs.

Returning from a two year teaching assignment overseas in 1984, I found that the audiovisual scene had changed dramatically in the United States. Suddenly, there were satellite dishes, camcorders, and foreign movies for sale or rent. Recent feature length films in color with English subtitles offered high entertainment value. The pedagogical advantages were a bit more problematic. Students read the titles, but found it hard to juggle two languages simultaneously. And there was no reward for listening carefully. To my chagrin I witnessed one student during an out-of-class assignment blithely turning the sound off to enjoy his movie without the distractions of a foreign language!

For my next experiment, I turned to the closed caption decoder sold my Sears for the hearing impaired. The Radio Canada television network includes subtitles in French on a number of its programs such as the nightly news, a weekly movie, and several sitcoms. The two hundred dollar decoder intercepts the signal before it fed through the VCR or television set. Once the program has been recorded, one does not need the decoder for playback.

The results were somewhat disappointing. Because the closed captions are designed for the hearing impaired, they are not word for word transcriptions nor are they synchronized exactly with the soundtrack. The titles themselves are in capital letters without French accents. The decoder interferes somewhat with the signal which is not a problem with cable reception. However, because of the weaker signal from the satellite, annoying horizontal lines degrade the quality of the picture; the instability of the titles make them difficult to read at times.

But in 1987 the Amiga computer finally brought out its long promised Genlock attachment. This three hundred dollar device plugs into the back of the computer allowing one to merge computer-generated texts or graphics with pre-recorded videos. The process is relatively simple.

A helpful colleague designed a simple program for my subtitles which allowed for one, two, or three centered lines with a black background. After typing out the text and saving it on a disc, two video recorders are connected to the Genlock attachment. The video signal goes from one recorder through the Genlock where it is combined with the pre-

established text to be recorded by the second VCR.

One must listen carefully to the soundtrack; pressing the mouse button twice brings up a set of titles (one to three lines). If a period of silence follows, one presses the mouse once to clear the screen and then again for the next titles. It is relatively easy to synchronize the text closely with the dialogue, and if there is a pause in the narration or the conversation one can keep the titles on the screen to allow students more time to read them.

A variety of approaches can be used with the same material. For example, students might view a program with English titles, then with French titles, and finally without any at all. One can insert questions or comments either during the program or at the end. None of this requires the presence of the instructor once the recording has been done. The initial establishment of the text can, of course, be quite time-consuming, especially if one does not have a written text. The L'Avant-Scene Cinema publishes the complete scenarios of well-known French films on a regular basis.

A quick perusal of any weekly guide for satellite TV viewers will show how rapidly international programing has been expanding. Bravo (F4-02) has one to two films a night, either subtitled or dubbed and without commercials. The mostly European television shows in a variety of languages on the International Television Network (W4-19) are easy to follow in their large legible subtitles. Radio Canada (AD-15), Univision (G1-06) provide a good variety of French and Spanish programing from morning until night. Galavision (G1-20) confines itself to nightly Spanish films. SCOLA from Creigton University (T2-24) makes available recorded newscasts (one week late) from Europe, Latin America and the Middle East from 9 until 5 Monday through Friday. To take full advantage of these services, one should have a VCR in order to do time shifting since some of the programs appear in the middle of the night.

Videos, whether titled in English or the target language, will not by themselves loosen the tongue and open the ears of our students. Used creatively to supplement classroom instruction they can, however, put the much maligned "wasteland" to good use.

Carroll Yoder has a PhD in French literature from the University of Iowa. He teaches French and English at Eastern Mennonite College. His overseas experience includes a Fulbright lectureship at Marien Ngouabi University, Brazzaville, Congo.

Focus on Support Staff

Support Staff as Professionals

W. Robert Sullins

As we move toward the 21st century it seems clear that changes will make the year 2000 as different from 1980 as 1980 was from 1920. Vast changes are predicted worldwide as the population in most underdeveloped countries continues to grow at alarming rates while that of the U.S. is somewhat stable and as economic power shifts to other nations, often at our loss of power.

Our nation's population is not growing but it is changing. In the decades ahead increasing proportions of our population will be represented by older people, more minorities, but fewer who speak English as a first language. The number of 14 - 24 year olds who constitute the nation's entry-level labor pool is expected to decline from 25 percent of the total population to 16 percent by 1995 (ECS). As the proportion of youth declines, substantially during the next 10 to 15 years, our nation will experience increasingly fierce competition between educational institutions, the military, and the labor force, for young men and women to fill needed roles. Because of our failure to plan properly for the elderly, our weakened social security system and embarrassing health care system will force many elderly back into the labor market, but they will fill primarily part-time and relatively undemanding jobs.

We know that the U.S. will not regain preeminence in heavy production industry and that our nation will face rapidly increasing economic competition throughout the world. The "information economy" will place increasing demands on many to be computer literate but despite (or perhaps because of) the rapidly growing applications of technology in the workplace, the majority of new jobs in the years ahead will be in service occupations, not in science and engineering. According to recent reports from the Bureau of Labor Statistics, the occupations that will have more than 300,000 new positions between 1984 and 1995, are retail sales, cashiers, engineers, registered nurses, janitors and cleaners, truck drivers, waitresses and waiters, wholesale trade, nurses aides, and accountants. It is important to note that although the high growth is not in

"high-tech," significant decline is projected for low skilled jobs; the growth is in the middle, the area requiring education beyond the high school.

Increasing demands for literacy in general will make the 23 million Americans who are now illiterate even more disadvantaged. Our nation will demand that much higher proportions of the population achieve higher levels of education. In 1980, only 66.3 percent of the nation's adult population were high school graduates. Of course there are regional differences with most of the South trailing the rest of the nation. Fewer than 60 percent of the adults in ten Southern states were high school graduates in contrast to 76 percent, or more, of the over 25 population in five states outside the South.

Of course, the proportion of adults who graduated from high school reflects past performance of students and schools. Sadly, we are not doing much, if any, better today. In 1932, slightly more than 30 percent of the students who had entered the fifth grade seven years earlier graduated from high school. By 1958, that figure had risen to just under 60 percent, and by 1968 it was a little more than 70 percent. Between 1968 and 1980 there was little more progress. Today, an appalling 25 percent of American youth fail to complete high school and that figure is a staggering 50 percent in urban America. As you would expect, those who dropout are more likely to be men than women, more likely to be poor than rich, and more likely to represent minorities than whites.

These and other pressing problems will require the best from all of us to cope with the 21st century. Community colleges will be called upon to perform increasingly complex tasks and every member of the college community will be called upon for high quality work. We did not need Peters and Waterman to tell us that we had problems with the quality of much of what is done in America because we all have been victims of poor quality work in virtually every facet of our lives. We have been victims of a decline in "professionalism" throughout the workplace in America. Community college students have been victims of a national lack of professionalism.

What is professionalism? What do you think of when you think of a profession? Medical doctors? Lawyers? Teachers? Ministers? You have known professional doctors, lawyers, teachers, and ministers but you also have known unprofessional doctors, lawyers, teachers, and ministers. As important, you have known professional automobile mechanics, carpenters, shopkeepers, and even housewives. Is professionalism associated with the kind of work we do or the way we do that work? I believe it is the latter!

When we think about the characteristics of the professionals we have known in any particular walk of life, specific characteristics come to mind. First, and probably foremost because it drives the rest, is a strong belief that what they do makes a difference; that what they do makes life better for others and that the better they do it the better it makes life for others. You do make a difference! You are often the first contact that students have with your community college. A secretary can close the open door for a student who rushes to the campus to register during her lunch break only to find you posting a sign "Closed for Lunch." Or a member of the security

force can close the door by ticketing or locking the wheels on that prospective student's car because she could find not proper space while she rushed in to complete the registration.

People who know that what they do is important cannot help but strive for perfection. They know that the quality and timeliness of their work does have an impact on the quality of instruction, counseling, advising, registration, and other important activities of the college. The extra effort that insures timely purchase and delivery of instructional equipment, that causes a student to get a tuition refund more quickly after a class is cancelled; that insures that classrooms, laboratories, and shops are clean and ready for instruction; that aids students in finding instructional materials and references in the library; or that insures that audio-visual equipment works every time and the instructors know how to use it, really does make a difference. The true professional strives for perfection. Would you go to a doctor who was satisfied with a 75 percent cure rate? We do not expect "suicides" with every failure, but every time a professional fails he or she should be seriously concerned and recommitted to doing a better job next time.

A commitment to perfection requires a commitment to professional growth, to staying current and growing. That means that professionals read journals, books, and other materials appropriate to their work. Professionals seek opportunities to attend workshops, conferences, and courses in their fields. Secretaries should always know more than their bosses about new developments in equipment, software, and techniques. Custodians should always know more about cleaning materials, methods, and equipment than the dean of administration. New approaches to work, techniques for doing work, and equipment and materials available for work at your colleges should be there because you recommended them, not because a president or dean learned about them at a conference or while visiting a neighboring college.

Commitment to perfection also means that professionals seek criticism. Most colleges have flimsy evaluation programs at best, and those evaluations usually are completed only once per year. That is not much help for someone who is seriously concerned with building strengths and remediating weaknesses. Professional secretaries, library assistants, custodians, accountants, or other support staff will seek regular constructive evaluation of their work from immediate supervisors and students, peers, or others, and will use that information to make improvements in their performance.

Professionals are so aware of the importance of their work that they help each other succeed. They know they are diminished by the failure of one of their peers in the college so they make every effort to instill professionalism in others. On the other hand, professionals police their own ranks. They do not tolerate shoddy work, hide their peers' failures from supervisors, or support those who show consistent disregard for quality in their work.

Professionals love their work! If they know what they do is important and that they are current and successful in their work they cannot help but feel good about what they are doing. Professionals look forward to work each morning and feel some regret at the end of each day

over what they did not get accomplished as well as they would have liked. One cannot be professional in a job they do not like!

Professionals live their work! I have always heard that one should leave work at the office. If you are proud of what you do, if you know what you do is important, if you believe that you really make a difference in the lives of others, you cannot leave your work at the office. You will have to tell others about it!

Are you a professional???

W. Robert Sullins is Professor of Education and Program Area Leader for Community College and Higher Education at Virginia Polytechnic Institute and State University. He is also the editor of the *Community College Catalyst*, the professional journal of the National Council of Community Services and Continuing Education.

Book Review

A Review of Cultural Literacy, E. D. Hirsch, Jr.

Boston: Houghton Mifflin Company, 1987

by Frank Adams

If you're a teacher, you should read Professor Hirsch's *Cultural Literacy* despite the arrogance of its subtitle, *What Every American Needs to Know*. Professor Hirsch thinks students ought to know something. After he supports this position for a hundred and forty-five pages, he lists in sixty-three pages a minimal list of what they ought to know. The book has been a great popular success.

What is it that makes the general public so interested in this work?

The answer probably doesn't lie in the first section, which reviews the content-versus-skill conflict over the last two hundred years but emphasizes recent studies which support the content side of the argument. A few quotations give the gist of Professor Hirsch's position.

"We want to make our students competent to communicate with Americans throughout the land." "The antidote to growing specialization is to reinvigorate the unspecialized domain of literate discourse, where all can meet on common ground." "Successful communication depends upon shared associations." "...literacy is a function of a national culture rather than a local culture." "...dry incompetence is not the necessary alternative to lively ignorance." "...traditional education, which alone yields the flexible skill of natural literacy, outperforms utilitarian education even by utilitarian standards." "What is required is education for change, not for static job competence." "The greatest human individuality is developed in response to a tradition, not in response to disorderly, uncertain, and fragmented education."

This section is (or should be) stimulating to a teacher but probably not to the general reader.

What probably does account for the popularity of the book is the list compiled by Hirsch and his colleagues Joseph Kett (history) and James Trefil (physics) and titled "What Literate Americans Know." (Professor Trefil's terms from natural science are "What Americans Ought to Know," a different thing.)

The list has drawn the most comment from reviewers.

It is challenging and amusing; it has the charm of Trivial Pursuit.

And it provides possibilities for quibbling. (Professor Hirsch was wise to point out that the list is tentative.)

Do saliva and Spiro Agnew deserve inclusion? Is Babbitt a book title or George F. Babbitt or Irving Babbitt? Why Joe Louis but not Jack Dempsey? Why Kinsey but not Masters and Johnson? Why *The Scarlet Letter* and Hawthorne but *The Red Badge of Courage* and not Crane? Why "These are the times that try men's souls" but not Paine? Why Stein and Steinem but not Steinbeck? Why Edwardian without Edward VII? Why Oxford and Cambridge but not Harvard or Yale? Why Jesse Owens but not Bobby Jones? Why Whistler's mother but not Whistler? Why Norman Rockwell but not Rockwell Kent? Why *Winnie the Pooh* but not Milne? (One trusts that in later editions Carl Sandburg will replace Carl Sandberg.)

Well, you see, it makes a good game. And it does get people thinking about content.

Surely every beginning teacher has thought of such a list. Just as surely the general public senses that public education falls short of what it ought to be and may be intrigued with the suggestion of a change which is comprehensible and paradoxically traditional. Perhaps people are attracted by the apparent simplicity of the proposition that a prerequisite to communication is having something to communicate.

Professor Hirsch meets head on the obvious charge that teaching the list could become a substitute for teaching knowledge. "How can I deny that such misuse of the list is not only a danger but a near certainty?"

His answer:

> ... the mere existence of the list ...will help people perceive that our previous reluctance to identify core information has seriously hindered the effective teaching of literacy... It should energize people to learn that only a few hundred pages of information stand between the literate and the illiterate, between dependence and autonomy.

A list of facts is better than no facts at all. And Professor Hirsch argues persuasively that knowing facts is the best route to a fulfilled individual and a better society.

Even if he's wrong, any teacher who deals with students below the graduate level should be familiar with this book.

Professor Frank Adams retired from the English Department of James Madison University in 1982. He is currently teaching part time at Blue Ridge Community College and is affiliated with the real estate firm of Coldwell Banker Horsley & Constable in Harrisonburg, Va.

New Program for Doctor of Arts in Community College Education

George Mason University announces a doctoral degree program in community college education which will begin in summer 1988. The program is devoted exclusively to enabling community college faculty to become more effective community college teachers. The program emphasizes broad knowledge base in the teaching field and expertise in teaching.

This individualized program allows the students to take courses from any department in the University to develop a program of study tailored to their educational needs. Under the guidance of faculty advisers, students develop an education contract formalizing their program of study. Candidates must complete 55 hours of graduate work beyond the master's degree.

• Knowledge area (teaching field)	24 hours
• Core curriculum for strengthening teaching skills	3 -19 hours
• Internship in academic or non-academic setting	3 - 6 hours
• Synthesizing research project related to teaching	9 - 15 hours
• Minimum total hours	55

Students may fulfill residency by either two semesters or one semester and one summer at the University. Students may take much of the course work at George Mason Fairfax Campus, but a variety of other options will be available to them to complete components of the program off campus. The teaching core and other courses will be offered at community colleges or other regional centers, in part, by telecommunications; some course work may be undertaken at other universities. Internship may be arranged near the student's home.

The program admits both full-time and part-time students. Pending funding from the Virginia General Assembly, we hope to provide tuition and salary support for selected Virginia community college faculty to devote a year of full-time study at George Mason. Other faculty are encouraged to explore funding options or study leave with their institutions.

Students are admitted into the Community College Program within the Doctor of Arts in Education Degree, pending approval of a new degree in Community College Teaching. In all cases, the degree requirements at the time of admission will remain in force.

Program Areas

The program is particularly appropriate for faculty from these academic discipline areas: mathematics, computer information, history, English, social sciences, and business.

Applications from those in other fields will be considered if appropriate academic program courses can be developed.

Contact:
Kathleen McGuinness
Associate Academic Director
Center for Community College Education
George Mason University
4400 University Drive
Fairfax, VA 22030-4444

VCCA Journal

Journal of the Virginia Community Colleges Association

Volume 3, Number 2 Fall/Winter 1988

A Message from the Governor of Virginia

TO THE MEMBERS OF THE VIRGINIA COMMUNITY COLLEGES ASSOCIATION:

I am pleased that the Virginia Community Colleges Association is publishing this journal of articles from faculty, students and staff on relevant educational issues.

The enrichment of our educational programs and the contribution of education to economic development in the Commonwealth are cherished commitments. As the current chairman of the National Governors' Association, I recognize that America's cultural awareness must keep pace with our technological advances. In Virginia,we are ready to help make sure that happens.

The recent report, *The Future of the Virginia Community College System:Toward the Year 2000,* calls for "foreign language skills, as well as geographic and cultural knowledge so that America can take its place in the global economy." And certainly community colleges are logical places go for such skills and knowledge. Because it will help our community colleges provide a measure of the instruction and training we need, the planning process described in this journal will contribute to Virginia's ability to lead the nation in international education.

I appreciate the efforts of faculty, students and administrators within our community college system and assure you that international education will continue to receive the active support of all Virginians.

With kindest regards, I am

Sincerely,

Gerald L. Baliles

VCCA Journal

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The *VCCA Journal* is published twice a year by the Research and Publications Commission of the Virginia Community Colleges Association. Subscription price, $6.00 per year for individuals, $8.00 per year for institutions. Single copy, $4.00. Remittances should be made payable to *VCCA Journal*. Communications regarding subscriptions, single copies, advertising, change of address, and permission to reprint should be addressed *VCCA Journal*, Blue Ridge Community College, Box 80, Weyers Cave, VA 24486.

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From the Editor

When someone on the editorial advisory board of the *VCCA Journal* suggested a thematic issue, we liked the idea immediately, yet we had some reservations about a call for papers on a specific subject. And when we decided on the subject of "The Community College and the International Community," we began to imagine eleventh hour phone calls urging people to send us copy. What we were unaware of is the commitment community colleges have made to international education, vigorously reacting to Governor Baliles's challenge to bring Virginians into the "global community of the 21st century." Across the Commonwealth, literally dozens of innovative programs, involving a variety of activities, are being planned and implemented. From an editor's point of view, one exciting aspect of this commitment is that many of those involved want to tell others what they are doing.

Consequently, the response to our "International Community" issue has been enthusiastic with papers from colleges as near as Piedmont and as far away as Miami-Dade. The first by Mary Ruth Clowdsley of TCC details a twelve point international education plan which is now being carried out on her campus. David Priddy and Raymond Brogan next describe an exchange program for data processing faculty between PVCC and Escola Technica Tupy in Brazil. The multi-faceted language and cross-cultural program at CVCC, explained by Eduardo Peniche, follows. Quinton Doromal and Charles King from SVCC present a research study of international education involvement of small, rural community colleges in Virginia. Charles Downs writes about several international education activities at VWCC, one of which involves a student tour of the Dominican Republic. In her case study, Rita Krasnow relates how the enthusiasm for international education came to life at VWCC. From BRCC, Nancy Sandberg calls attention to persistent changes that reflect a global presence in "The Valley." Concluding this section, Karen Paiva of Miami-Dade Community College establishes the relationships between a comprehensive international mission and its impact on curriculum in her guest article.

Next, Ann Levin, representing the West Virginia Consortium for Faculty and Course Development, compiles a current international education bibliography and lists valuable resource organizations. In the final section, Byron Fletcher of SVCC and Darrel Clowes of Virginia Tech review two interesting, if not controversial, books relevant to the community college experience.

We are extremely pleased to acknowledge the letter from Governor Baliles applauding the efforts of VCCA members and their institutions in areas of international education. If what we read in this issue of the Journal is an indication, Virginia's community college family has taken his statement made at the Southern Governor's Conference very seriously: "The best jobs, the largest markets, the greatest profits, and the brightest futures will belong to those who understand the world and its many cultures."

Educating Faculty for International Education:
A Community College Experiment

by Mary Ruth Clowdsley

According to a study released July 27, 1988, by the National Geographic Society, "Americans aged 18 to 24 ranked last in an international comparison of geographic knowledge, and American adults of all ages scored among the bottom third." The nine-nation study found that 75 percent of Americans surveyed were unable to locate the Persian Gulf on a map and fewer than half could identify the United Kingdom, France, South Africa or Japan. The United States, in addition, was the only country in which young adults, aged 18 to 24, scored below older adults, aged 55 and older.

This study is only the most recent in a series of demonstrations of the need to internationalize education in this country: A 1982 UNESCO survey of 10 to 14 year olds in 9 countries showed that American students ranked next to last in their comprehension of foreign cultures. Twenty-five percent of 8th and 12th graders believed that India or China extended into Europe. In 1984 a major southern university reported that only 5 percent of its students passed an elementary geography test. An early 1980's study by the Council on Learning revealed that 75 percent of young people from 14 to 25 believe that they (the students) were "more interested in and knowledgeable about (international affairs) than their teachers." In 1979 the President's Commission on Foreign Language and International Studies reported that there were 10,000 Japanese business representatives in the USA--all of whom spoke English. There were less than 1,000 American business representatives in Japan--only a handful of whom spoke Japanese.

The United States can ill afford such a level of ignorance, given our political and economic connections worldwide. According to a 1983 report of the American Council on Education, the total value of US foreign trade has grown to 25 percent of our GNP. Twenty percent of U.S. industrial output is for export. The jobs of one in six U. S. production workers are directly dependent on international trade. Forty percent of our farmland produces goods for export. About one third of U. S. corporate profits are generated by international activities. Our 13 largest banks get almost half their total earnings from overseas.

Our links with the world become stronger each year. Japan receives nearly 30 percent of its huge GNP from trade and one quarter of that trade is with the United States. On the other

hand, it imports over 80 percent of its energy. The Peoples Republic of China, home to more than one-fifth of the world's population and growing at a rate twice that of the U.S., has a GNP expanding today at a rate of 11 percent per year and is increasingly involved in international business (Population Reference Bureau).

Such links are particularly important to our region. In 1984 the Southern Governor's Association reported that the South exported $53 billion in manufactured products in that one year alone. This was 30 percent of the total U. S. manufactured exports. The export sector in the South that year employed 1.4 million people.

At its 1985 annual meeting, the Association authorized an Advisory Council on International Education to

- Raise awareness of the need for international education in the South;
- Highlight exemplary international policies and programs already in existence; and
- Build support for international education in the business and education communities.

In March 1986, Governor Gerald L. Baliles was appointed Chairman of the Association's Advisory Council on International Education. The Council reviewed the status of international education in the region, identified current shortcomings, discussed solutions, and formed subcommittees to study further geographic and cultural awareness, languages, teacher education, and business, and political issues. In August, the Council members released findings which focused on the problems associated with international illiteracy *(Findings of the Southern Governors' Association Advisory Council on International Education)*.

On January 27, 1987, Governor Baliles spoke to the Association of Virginia Colleges. The following is an excerpt from his text:

> In my mind, given the conditions we face in the world, the pursuit of trade and the desire for educational excellence are indivisible.... The fact is we do not prepare our students—and, consequently, our workers and managers—to succeed in the global economy. Conditioned to expect easy, even automatic success, American firms repeatedly blunder in foreign markets because they neither understand nor can communicate with foreign buyers....
>
> We have become a living paradox: a nation of nations, where every citizen has an immigrant for an ancestor, and yet we have become insular and blissfully unaware of the world around us... Has our educational system become a sanctuary from the world, from other cultures? It would seem so. There are uncomfortably large numbers of supposedly educated Americans blissfully unaware of the world's complexities and unable to do much about them. Each day we pay a political and economic price for our inability to understand and communicate with our global neighbors.
>
> Americans must understand a basic fact: the best jobs, the largest markets,

the greatest profits, and the brightest futures will belong to those who understand the world and its many cultures.

Soon after this address, Dr. Johnas F. Hockaday, Chancellor of the Virginia Community College System, challenged community colleges in Virginia to develop international education programs.

Tidewater Community College was one of several colleges in the system to respond to this challenge. In February 1987, Dr. George Pass, President of Tidewater Community College, established a college-wide International Task Force and mandated that it develop specific goals for the college in the area of international education. These goals were to fall within the framework of the mission of the college, stated as follows:

> Tidewater Community College programs are designed to serve the educational needs of qualified youths and adults beyond high school age and to prepare them for employment, for advanced collegiate education, and for improved citizenship.

In June 1987, the task force submitted a series of recommendations which were developed into a twelve point international action plan for 1987-88. Since that time a number of the points in the plan have been carried out:

- the college has affiliated with the International/Intercultural Consortium of the American Association of Community and Junior Colleges and has sent representatives to its meeting and that of the Community Colleges for International Development;
- it has helped to organize an informal international consortium within the VCCS, which in turn has planned three seminars for VCCS personnel;
- a summer international grant now enables faculty members to travel to another country for study or faculty exchange;
- the college operates a six week summer program at the University of Valencia in Spain;
- certification of an oral proficiency language tester has been undertaken;
- the college celebration of foreign language week has been expanded;
- foreign language offerings have been enlarged and peer-tutoring in foreign languages has been initiated;
- presentations have been make on international trade, and these will be followed by a seminar for business and industry in the fall;
- a directory of international and ethnic organizations in the college service area has been compiled and world maps have been placed in every classroom where they will be used.

The 1988-89 action plan has as its primary goal the institutionalization and thus the continuation of these programs.

In spite of the depth and seriousness of this commitment, the International Task Force has from the beginning ac-

knowledged that educating students for the global village would first mean educating faculty, not just a small number of faculty but a critical core who would then infuse an international/ intercultural perspective into courses in every curriculum and create an atmosphere in which other faculty would be encouraged to do the same. Such a process is by necessity expensive.

Educating faculty to do this has been discussed often at meetings of various international consortia, but rarely attempted.

When SCHEV issued its call for proposals for Funds for Excellence for the 1988-89 biennium with emphases on faculty and curricular development and global education, TCC saw an opportunity to move in this direction. The Portsmouth Campus of Tidewater Community College requested funding for a summer international education seminar to train a critical core of faculty from every academic division—technologies, business, math/science, social sciences and humanities—at all three campuses of the college and to serve as a model for other such educational ventures throughout the state. East Asia was chosen as the focus for the seminar because of the size and population of China and the particular trade relationship which exists between Tidewater, Virginia, and the nations of Japan and Korea. The program was funded at $49,194, and the seminar was conducted in the summer of 1988.

The goals of the program were as follows:

1. To infuse an international perspective into as many existing courses as possible across all disciplines.
2. To increase awareness of East Asian cultures throughout the college by developing a core of knowledgeable faculty.
3. To develop new course syllabi for fifteen to twenty classes, which would include East Asian components in the course material.
4. To share these syllabi with discipline faculty throughout Tidewater Community College, the VCCS, and various professional associations.

The seminar began on July 11 and ended on August 4. Seminar sessions were scheduled three afternoons a week from 1:00 - 4:00 p.m. An additional all-day session was devoted entirely to audio-visual materials about China and Japan. Nine experts from outside the college were invited as presenters.

- Dr. Sophia Peterson—professor of political science at the University of West Virginia and co-director of FACDIS (Faculty and Curriculum Development in International Studies, a West Virginia Consortium)—spoke on internationalizing classes.
- Mieko Ishibashi, Japanese language instructor at Old Dominion University, spoke on Japanese language and culture.
- Dr. John Goulde, assistant professor of religion at Sweet Briar College, spoke on the history of Korea and provided a valuable bibliography of literature on Korea.

- Dr. Jonathan Lipman, associate professor of history at Mount Holyoke College, spoke on the histories of China, Japan, and Korea up to the end of World War II and served as consultant in designing the seminar and instructional modules.

- Dr. Clifton W. Pannell, director of the Center for Asian Studies at the University of Georgia and considered one of the most outstanding East Asian geographers in the country, spoke on the geography of the region.

- Jian-Ru Huange—professor from Xiamen University in China and, at that time, a Visiting Scholar at Emory University—spoke on the educational system and culture of present day China.

- Mary Israel—representative of the Asian Society in Washington, D. C., and leader of approximately twenty trips to China—spoke on China from 1976 to the present time.

- Dr. Tom Burkman, director of the Institute of Asian Studies at Old Dominion University, spoke on Japan since the Occupation and also served as evaluator of the curriculum modules developed by TCC faculty participants in the seminar.

- Paul Englesberg—outreach coordinator at the Five College Center for East Asian Studies at Amhurst, Massachusetts—presented a day-long workshop on audio-visual materials.

Stipends and travel expenses for each of the presenters, the consultant, and the evaluator were paid by the Funds for Excellence grant as were stipends for each of the faculty participants and the salary of the seminar coordinator.

The presenters assigned four books and several monographs for the participants to read. Some of the book funds were provided by the grant, which also covered the costs of renting audio-visual materials for the workshop. The other book expenses were assumed by the participants; the college paid the cost of duplicating hand-outs.

Eighteen faculty members were selected. The announcement of the grant came so late (May 1) that many faculty had made plans for the summer. However, we were able to have representatives of a wide variety of disciplines: art, business, early childhood education, geography, government, history, humanities, math, psychology, restaurant management, and sociology.

In addition to the selected faculty members, individual seminar sessions were open to other faculty and staff, members of ODU's seminar, and residents from the community. Several people from each of these groups attended one or more sessions of the seminar.

All of the faculty participants produced an East Asian curriculum unit integrated into one of the courses they regularly teach. These modules were then reviewed by Dr. Burkman and have been placed in the college libraries. A presentation of their use was made at faculty orientation on all three campuses. The modules were shared with faculty from other colleges in the system at the November 1988 meeting of the Virginia Community Colleges Association.

To assess the impact of the seminar, all students taught by the faculty partici-

pants have been pretested as to their level of East Asian awareness. A post-test will be administered to all of these students at the end of the fall semester. Faculty members will devise their own means of assessing the outcomes of the modules they have developed.

Additional books on East Asia have been acquired by the college for the libraries, and some audio-visual materials have been purchased for classroom use.

As an outcome of the cooperative mandated by SCHEV between Old Dominion University and Tidewater Community College, the seminar participants may take part in the seminar at ODU. Three participants (and one alternate) have been selected to take part in Old Dominion's six week study program in China and Japan in the spring and summer of 1989. They have already begun language and culture study with that group. Under an additional $2000 grant from the Funds for Excellence, TCC and ODU will jointly sponsor two lectures on East Asia this academic year. The first of these will bring Dr. Rhoads Murphey, a renowned geographer from the University of Michigan, to Old Dominion on September 26. The second will be held at TCC in the spring.

While a real assessment of the impact of the seminar cannot be made until the academic year has ended, the modules have been used and the student outcomes assessed. Several things are already apparent. Enthusiasm among the faculty participants ran high as evidenced by evaluations. Also evaluations of the presenters and those made by staff, administrators, and the community have been uniformly positive. The editing of the curriculum modules has just been completed, but already inquiries have been made by faculty who did not attend the seminar concerning their use. The seminar was well covered by the *Virginian Pilot* and *Ledger Star*, Tidewater's major newspapers, and is being reported in a number of journals.

If real internationalization of education is to take place, colleges and universities must retrain the faculty currently in place. Through the Funds for Excellence grant, Tidewater Community College has made a step in doing that. It is hoped that this will be the beginning of an on-going process as cooperation toward seeking funds to attain this goal continues through the colleges in the VCCS. It is also hoped that the fruitful colaboration between community colleges and universities in Tidewater will lead to other such cooperative efforts elsewhere.

Mary Ruth Clowdsley is an Assistant Professor of Sociology at Tidewater Community College. She is chair of the International Education Committee and author, as well as recipient, of National Endowment of Humanities and Virginia Endowment of Humanities grants in areas of International Education.

An Educational Exchange Between Piedmont Virginia Community College and Escola Technica Tupy

by David L. Priddy and Raymond F. Brogan

Partners of the Americas is the largest people-to-people organization linking the citizens of the U.S. with those of Latin America and the Caribbean. Under this program, the Commonwealth of Virginia is linked with the State of Santa Catarina, Brazil. There have been numerous exchanges, underwritten in part by a grant from the U.S. Agency for International Development, between Santa Catarina and Virginia in the fields of medicine, agriculture, sports, and education.

Piedmont Virginia Community College has entered into an exchange with Escola Technica Tupy located in Joinville, the largest city in Santa Catarina. First contact between the two schools was made in the spring of 1986 when Bob Templin, then the dean of instruction at PVCC, met with the administration of ETT while in Brazil as a Kellogg Fellow. In November 1986 the head of the data processing department from ETT, since promoted to Director of the school, visited PVCC for two weeks. That summer the head of the data processing program at PVCC spent two weeks at ETT. In November 1987 two faculty from ETT, one in data processing and one in computer aided design, visited PVCC, and in the summer of 1988 we travelled to ETT.

The primary bond between ETT and PVCC is an instructional program in data processing, and the main goal of our trip was to evaluate and assist that program. ETT is a professional technical high school akin to the professional high schools in the U.S. where part of the day is spent on academic courses and part of the day is spent in professional subjects. ETT's primary goal is to graduate young people who are technically educated so that they can go to work in the sponsoring industries and the quality of this education appears to be very good. Twenty percent of their graduates go on to the university, but this is not considered a desired goal since the supporting industries (who supply 40% of the school's funding) want and need trained workers.

The school's classes are structured like U.S. high school classes. Sections of between 30 and 40 students attend all classes together. Teaching methods are a combination of lecture and immediate application of the subject. In the case of data processing, this means that they learn a function and then go to the computer and try it under the direction of a lab instructor.

A difference in terminology led to some confusion. In Brazil a college is a secondary school. Post-secondary education is found at universities. We were never able to make it clear that PVCC is not a high school. To complicate matters somewhat, all Brazilian teachers are addressed as professor.

Escola Technica Tupy was founded twenty nine years ago as a part of the Tupy Foundry. Its purpose was to graduate trained technical workers for the foundry that would be educated well enough so that they could, in time, develop into skilled workers and supervisors.

About fifteen years ago, the school became independent of Tupy Foundry and is now under the aegis of the Sociedade Educacional De Santa Catarina. The society is made up of approximately sixty firms in Joinville and supplies about 35% of the school's funds with Tupy still providing the greatest share. The federal government gives about 42%, and student tuition accounts for 23% of the operating funds.

Initial programs were in the areas of metallurgy, mechanics and general education. Data processing became a program in the early eighties. All students take general education courses which comprise about half of their class load. Most students attend ETT in the morning session or in the afternoon session five days a week. In the evening, there are three programs designed for adult learners who are working during the day.

The first of the adult education programs is a high school where workers who have not finished the secondary education level can enroll. This program takes three years to complete. The second program is for workers who have finished secondary school but want the technical training. This program takes two years to complete. The third program is for workers, supervisors, and lower level managers who need specialized management courses. This program also includes a newly established computer science discipline. These programs are taught by the ETT faculty except for the computer science courses which are taught by the local technical university faculty and industry professionals. This third program takes one year to complete. Admissions to all three evening programs are extremely competitive with ratios of applicants to matriculants as high as 30 to 1.

ETT also trains employees of various firms who come and use its facilities, but they do not receive academic credit. This specialized training, of short duration, is usually in machine shop work, foundry work, or model making.

In addition to its educational mission, ETT functions as a service organization. Small foundries and manufacturing companies use its facilities for specialized services and offer the ETT faculty as consultants for these businesses. The ETT foundry also accepts jobs that cannot be handled by small companies which may need a metal part cast but do not have a foundry.

ETT also functions as a research organization. The research department has developed its facilities and expertise to the extent that it can duplicate industrial problems and then attempt to solve them, providing yet another service to sponsoring firms.

Activities

We had several opportunities to interact with students in classrooms and in

informal meetings on campus. We also enjoyed several meetings with the faculty, addressing all of them on two occasions and speaking with the data processing faculty in four separate meetings. We also met with the coordinators and senior faculty in all of the academic areas. Because of widespread instruction in English at the school, there was little language problem in casual conversations. When we were engaged in more serious discussion where subtleties became important, an interpreter was generally used to avoid misunderstandings.

Our classroom contact was with two data processing sections, a first year class and a third year class, most of whom would graduate in December. Their questions were fairly consistent: What kinds of computers did we have? What computer languages did we teach? How long were our classes? What did we think about operating software? What did we think about Brazil's refusal to import foreign produced computers? What did we do with a student that we found cheating? They were also very interested in the types of jobs that our graduates could expect to get.

We came away from these meetings with the feeling that ETT attracts very good students, knows what it is doing, and conducts its programs well. This impression was reinforced by comments that we received on the tours of various manufacturing plants that have ETT graduates working for them.

We do have some differences in educational philosophies, but this is in part because ETT is a secondary school with students ranging from 14 to 18 years of age, while PVCC is a community college with students averaging 27 years of age. Again, we are not sure that either the ETT student body or the faculty really understood our concept of "college."

Results

From our meetings with students, faculty, and administrators, we concluded that ETT has a well thought out educational philosophy. It appears to be successful in achieving its mission. We did, however, identify four areas which seemed to be typical of the region, if not of all Brazil, where positive changes could be made:

1. Textbooks. There are none. Students do not have take-home texts; all of their knowledge is from lectures, notes and practical hands-on experience. This means that the students' exposure to the material is limited to what the instructor can cover in class; they have no reference material other than their notes, the quality of which must depend on their abilities to listen and record lecture material. Frequently mentioned was the fact that texts cost too much for the students to own personal copies. We suggested that the school purchase the books and rent them to the students. Apparently this idea seemed to have great appeal.

2. Teacher Education. Fifty percent of the faculty do not have university degrees. They do not receive tuition assistance if they go to night school, and they do not get paid enough to allow them to teach a reduced load while continuing their own studies. The school skims off its best students to train as faculty. Paying a lower salary to non-university graduates seems to be a major incentive for this practice. While ETT is able to hire very bright people this way, it is admittedly a short sighted practice

since the faculty is made up of narrow practitioners rather than university graduates who may have a broader theoretical background.

3. Library. The ETT library is poor by any standard and needs double the space to provide for study areas away from the noise of the stack area. The books are mostly paperbacks and in poor condition. In view of the lack of personal textbooks, the library needs a large stock of permanently bound research volumes and texts as well as work areas where they can be used.

4. English Education. The English language program is doing well, but needs more materials. They have asked for books and videos—books to improve reading and vocabulary, and videos to improve hearing, recognition and sentence patterns.

To determine its future, ETT is conducting a self evaluation which may emphasize post-secondary education. This change would bring it closer to a community college as we know it. The emphasis would, perhaps, still be on complete educational programs, but with little opportunity for someone wanting to take an individual course such as a BASIC programming.

Our discussions at the school, in the community, and at local industry revealed a distance between the people and their government. The feeling was that if something needed to be done there was no point in waiting for the government to make a change since it appeared to be unresponsive to the people. This perception became particularly apparent with regard to the public education system through uniformly negative comments. There simply does not seem to be a policy or philosophy for public education, and there appears little hope that the authorities will initiate one in the near future. Instead, the government takes the position that improvement of public education must come from concerned people, both parents and educators. There is a fledgling movement to initiate educational reform in Joinville similar to our parent-teacher association.

Ample opportunity exists for the Partners of the Americas and for interested volunteers to become involved in this effort since interest in educational models at all levels of schooling is prevalent. The best interests of the community, the industry, and the country would be served if this movement was encouraged and assisted.

Follow up

Escola Technica Tupy will send the coordinator of its general studies department to PVCC this fall, and we will send an administrator to ETT next summer as a means of expanding the scope of the exchange program. In addition, PVCC has promised to assist ETT in the following areas:

- Videos for English language development.
- Textbooks for data processing, computer aided design, and management training.
- Books for the library. English language books are welcome in all subjects, since all the students must take either German or English, and data processing students are required to take English.

We have also promised to assist them with their self evaluation, to provide them with materials on the community college movement in the U.S., and to give whatever technical assistance they may need.

As a result of the exchange of faculty and administrators that has taken place, there are many individuals at ETT and PVCC who have established cordial relationships. Keeping these relationships alive through correspondence provides an excellent opportunity to continue an exchange of ideas and to increase our awareness of the needs of ETT and Santa Catarina.

Raymond F. Brogan is Assistant Professor of Data Processing at Piedmont Community College. He is a member of Partners for the Americas and has spent two years in an overseas faculty exchange program.

David L. Priddy is an Associate Professor of Economics at Piedmont Community College and a member of Partners for the Americas.

Coming up in March

March 2 - 4
National Association of Developmental Education, Cincinnati.

March 8 - 10
Student Seminar for Radiologic Technologists, Roanoke.
(703) 899-1571

March 22 - 23
State Board for Community Colleges, Richmond.

CVCC in the Global Village: A Multifaceted Effort

by Eduardo A. Peniche

The Cross-Cultural and Foreign Language Resource Center at Central Virginia Community College is an activity rather than a physical entity that attempts to maximize facilities of the Division of Learning Resources: a language lab, a learning laboratory, and a TV studio. Closely related to the Center, the foreign language and cross-cultural program was developed primarily to assist the public and the college constituency to become more familiar with other languages and diverse cultures.

While demand for languages from the traditional liberal arts student is not increasing significantly, the need for special or short-term instruction in a variety of languages is growing. Local businesses and industries need language instruction for their representatives who deal with foreign clients, as demonstrated by on-site courses created for employees. Moreover, the international business interests of many of the area corporations promise a continuing demand for language and cross-cultural education.

Although the program focuses on individualized, self-paced language instruction and understanding of culture through language skills, it also uses minicourses, workshops, seminars, and short presentations to meet the needs of specific groups. The use of satellite TV is also planned. Most of these activities are offered in cooperation with the Division of Continuing Education.

The self-paced program includes introductory courses in Arabic, Chinese, French, German, Japanese, Portuguese, and Spanish—languages of importance for trade and sociopolitical communication. "Cultural Packages" complement and support the language instruction. The cultural information includes brief historical background, cultural institutions (education), political and legal structures, art, music, customs, and food. For minicourses, workshops, and seminars, instruction and presentations are given through interdisciplinary cooperation.

Organization

CVCC's foreign language and cross-cultural program was made possible through a consultancy grant (1977) and a pilot grant (1979) awarded by the National Endowment for the Humanities. The Cross-Cultural Center facilitator, an associate professor of foreign languages from the Division of Humanities and Social Sciences, directs the program and also serves as classroom instructor. He is assisted by the Learning Lab Supervisor and by an instructional

assistant and an audiovisual technician from the Division of Learning Resources.

Educational Impact

The foreign language and cross-cultural program has been very favorably received throughout the college and the community. A key element in the program's development has been the assistance of the three senior colleges in the Central Virginia area. Acting as consultants, faculty from Lynchburg College, Randolph-Macon Woman's College, and Sweet Briar College worked closely with the facilitator on the cultural booklets for the European, Middle Eastern and Asian countries selected for the study.

The program's growing popularity is confirmed in a number of ways: (1) community residents using the audiovisual materials; (2) high school teachers visiting the Center to become familiar with new instructional materials; (3) increasing requests for information from institutions and individuals, within the state and elsewhere; and (4) invitations to the facilitator to participate as consultant and presenter in local, regional, national and international conferences and workshops.

In addition, foreign languages have been taught at area plants. Danish and Spanish have been taught at G.E. The one-year Danish Language and Culture course enrolled 30 students; the two-year Spanish Language and Culture course enrolled 27; and a summer Spanish Conversation and Culture course enrolled 22, mostly engineers, technicians, and administrators. Employees of Meredith/Burda Inc., a German-American company, have attended evening classes in German on campus. Also, French has been taught to employees of Babcock and Wilcox Company.

The senior colleges cited above cooperated with CVCC to implement the Piedmont Export Expansion Program (PEEP), an intensive and comprehensive effort which emphasized international economics and the need to understand foreign languages and cultures to facilitate international trade. The project, supported through the Funds for Excellence program of the State Council of Higher Education of Virginia, highlighted one-on-one dialogues between Latin American diplomats and the members of the public and private sectors in the Central Virginia area.

The PEEP experience convincingly illustrates that effective partnerships can be established among the various segments of a community to work toward a common goal in order to enhance economic well-being. The development of projects at the regional level is more manageable because these programs can effectively meet the diverse individual and commercial needs of the localities. In the PEEP project, common interests came together from business, public, and educational sectors. The Cross-Cultural and Foreign Language Resource Center at CVCC played a vital role both in the conception as well as in the implementation of the program.

Community colleges in Virginia, by virtue of their location, are positioned to generate outreach programs aimed at satisfying the immediate educational needs of their service regions. They can "feel the pulse" of their localities and make responses suitable for specific needs.

With proper planning and funding, community colleges should become re-

sources to initiate programs in a variety of areas of international and cross-cultural education and business development. In cooperation with four-year colleges and universities, the two-year institutions could take the initial steps to heighten awareness of the services and assistance that higher education can provide to the field of international studies throughout the Commonwealth. This task should be relatively simple since many of the VCCS institutions have already established meaningful partnerships with the public and corporate sectors in their communities.

In addition to PEEP, other examples of international education at CVCC may be found: Professor Ted Garman, Business Division, exploring the feasibility of an irrigation project in the Dominican Republic; Ms. Nora Wujcik, also from the Business Division, injecting relevant world economic events in her regular classes; a Hispanic Culture and Civilization course currently being offered under the Honors Program at the College.

Interdisciplinary Courses

In the early 1970's, Central Virginia Community College initiated a program based on the premise that the conscientious study of the Spanish language should include the study of the culture of our Southern neighbors. A proposal was submitted to the VCCS for the approval of an introductory Hispanic culture and civilization course. It was approved and included in the State Curriculum Guide. A pilot course was offered during 1972-73 at CVCC.

Spanish 234-235-236 (now SPAN 233-234) was designed to increase students' oral proficiency and comprehension and, at the same time, to enhance their knowledge and appreciation of the culture, customs and literature of Spain and the Latin American nations. The introductory course was designed with an emphasis on Latin American life and civilization and serves primarily as an elective. This modest effort has proven to be quite effective.

An interesting off-shoot of Hispanic Culture and Civilization is that it constituted the basis for an introductory course produced for General Electric Company employees scheduled to travel on business to Latin America. Moreover, this condensed version was transformed into a segmented radio broadcast focusing on Latin America and transmitted via WVWR-FM to the Central Virginia area.

Outreach and Articulation

Through its Cross-Cultural Resource Center facilities, Central Virginia Community College maintains collaborative programs with the Polytechnic at Wolverhampton, Wales, and the Center for Bilingual Multicultural Studies in Cuernavaca, Mexico. The Center in Cuernavaca offers intensive Spanish language courses designed to develop conversational fluency in the shortest possible time. The Center is located in a quiet residential district in Cuernavaca (50 miles south of Mexico City) and is staffed by experienced Spanish-speaking instructors born and educated in Mexico. As part of the total immersion language program, students are housed with middle-class Mexican families. New classes begin every Monday, year round, 52 weeks a year. Ideal summer courses may last from two to six weeks.

The programs at Polytechnic-Wolverhampton are primarily summer courses covering many disciplines and

are taken for credit or non-credit. The range of courses includes: Architecture and Society in England 1600-1850; Music of Non-European Origin in the West Midlands; Casting in Bronze, Aluminum and Resin; Printmaking, etc. Accommodations in single study/bedrooms are available.

Regionally, the Cross-Cultural Resource Center coordinates the activities of the Piedmont Foreign Language Educators' Alliance (PFLEA) that includes foreign language educators, both on secondary school and college level. The purposes of PFLEA are as follows.

- Arranging for articulation among foreign language educators in Amherst County, Appomattox County, Bedford City and County, Campbell County and Lynchburg who (a) share ideas; (b) share materials and resources; (c) share texts; (d) develop and update resource catalogs; (e) organize periodic meetings, with one in the fall and one in the spring of each year.
- Establishing mutually beneficial associations with the community and area businesses.
- Organizing workshops.

The Regional Alliance is led by elected officers and includes foreign-language teachers from area high schools and colleges (both private and public), administrators from the public school systems and institutions of higher learning, and businessmen involved in international trade.

High school teachers in the Alliance are eligible to apply for fellowship funds to study abroad under the sponsorship of the Rockefeller Foundation. So far, two PFLEA members have received the coveted $4,500 Rockefeller Foundation fellowship. The first award went to a Spanish teacher who traveled to Spain where he spent eight weeks in the summer of 1986, and the second went to a French teacher who spent eight weeks in Angers, France, visiting the residences of the former kings and queens of France. Rockefeller Foundation Fellows, upon returning from their sojourn abroad, share the products of their research work with the members of the Alliance.

As these various activities and programs demonstrate, CVCC is committed to many facets of international education and has been a leader in bringing the community college in Virginia into the global village.

Eduardo A. Peniche is an Associate Professor of Foreign Languages and the Facilitator of the CCFLRC at Central Virginia Community College. He is an international trade consultant in the College service region and coordinates the activities of the Piedmont Foreign Language Educators Alliance (PFLEA). This past summer he was selected to the Commonwealth of Virginia Seminar on East Asia, held at the College of William and Mary, August 1-13, 1988.

International Education at Small, Rural Community Colleges in Virginia

by Quintin S. Doromal, Jr. and Charles R. King

The community college and its involvement with international education has been the subject of concern of late. King and Fersh (1982) discussed a general education curriculum that included an international/intercultural perspective. Krasno (1985) underscored the community college's strong commitment to linking theoretical knowledge with the practical needs of the world, its flexible and innovative approach to problem solving, and its philosophy of lifelong learning in describing contributions to international education. O'Neill (1988) summarized the various international education activities of community colleges in Virginia suggesting that this focus "is becoming an increasingly important component of the two-year school" (p.55). Many articles appearing in educational journals have dealt with the development (Taylor, 1987) and evaluation (Wood, 1986) of interdisciplinary courses, and even described international business and trade partnerships (Peniche, 1988). In contrast to the number and variety of studies on this subject, literature pertaining to small, rural community colleges appears slight. This situation prompted the study that is described below.

Method

A telephone survey of 14 small, rural community colleges in Virginia was completed to examine the various areas that support international education and to suggest alternative programming activities available. Survey questions that requested descriptions of service areas, enrollment of international students, employment of foreign-born faculty, existence of an international education director or committee, foreign language offerings, travel abroad programs, and consortium membership were administered by phone interviews with Deans of Instruction, Directors of Student Services, Directors of Admissions or Counselors on July 22, 25 and 26, 1988.

To establish the parameters of this study, the following definitions were applied. "International education" is defined as a variety of educational activities that encourage an awareness and appreciation of diverse cultures and customs. "Small" refers to those colleges with a full-time equivalent students (FTES) of 2000 or less (Turner, 1987). "Rural" is self-defined by the colleges which perceive their service area as rural (Young, 1988). "International" or "foreign" students are those that have obtained an F-1 or student visa for the purpose of pursuing an educational program in this country. "Travel" or "study abroad" programs are credit course offerings taught at overseas locations by personnel proficient in the subject matter.

Table 1
Summary of Responses to Telephone Interviews

College	Do you perceive your college's service area as rural?	Do you have international students registered in school?[1]	Do you have foreign-born faculty members?[2]	Do you have a person or committee in charge of international education?	Do you offer foreign language instruction?[3]	Do you have travel abroad programs?	Is your school a member of an international education consortium?
Blue Ridge	Yes	No	No	No	Yes (S)	No	No
Central Virginia	Yes	Yes (1)	Yes (2)	No	Yes (S)	No	No
Dabney Lancaster	Yes	No	Yes (1)	Yes	Yes (S)	No	No
Danville	Yes	Yes (1)	Yes (1)	No	Yes (S)	No	No
Eastern Shore	Yes	No	No	No	Yes (S)	No	No
Germanna	Yes	No	No	No	Yes (F,S)	No	No
Lord Fairfax	Yes	No	No	No	Yes (S)	No	No
Mountain Empire	Yes	No	Yes (2)	No	Yes (F)	No	No
New River	Yes	Yes (3)	Yes (1)	No	Yes (S)	No	No
Paul D. Camp	Yes	Yes (2)	No	No	Yes (F,S)	No	No
Rappahannock	Yes	Yes (2)	No	No	No	No	No
Southside Virginia	Yes	No	Yes (1)	No	Yes (F,S)	No	No
Virginia Highlands	Yes	Yes (2)	No	No	Yes (F,S)	No	No
Wytheville	Yes	No	Yes (1)	No	Yes (F)	No	No

N = 14

[1] Number in parentheses indicates number of international students.

[2] Number in parentheses indicates number of foreign-born faculty members.

[3] Alphabet letters in parentheses indicate: F (French), S (Spanish) and reflect course offerings for fall semester 1988.

Results

In summary of responses to the telephone interviews, all colleges indicated that they served a rural population. Preliminary responses from John Tyler, Patrick Henry and Piedmont Virginia Community Colleges indicated they served both rural and suburban students and were excluded from further data analysis. Of the 14 colleges, six (Central Virginia, Danville, New River, Paul D. Camp, Rappahannock and Virginia Highlands) had a total of 11 international students enrolled. Seven schools (Central Virginia, Dabney Lancaster, Danville, Mt. Empire, New River, Southside Virginia and Wytheville) had a total of 9 foreign-born faculty members representing the following countries: India (2), Nigeria (2), the Carribean (1), Iran (1), Mexico (1), People's Republic of China (1), and United Kingdom (1). Only Dabney Lancaster had a person or committee in-charge of promoting international education on campus. All colleges, with the exception of Rappahannock, offer a foreign language course in either Spanish or French; and last, none of the colleges had a travel abroad program or membership in an international education consortium.

Discussion

Results of the survey were not surprising. Small, rural community colleges, by their very nature, do not have readily available many of the necessary services to pursue actively the recruitment of foreign students or offer incentives to initiate linkages with other colleges abroad. For foreign students to consider seriously enrollment application, adequate off-campus housing and local transportation need to be available. Communities served by these institutions may have apartments or homes for rent but commuting distance often presents a problem. A metropolitan setting might appear more attractive since it also offers a variety of leisure activities that are readily accessible. Some rural institutions, mandated by their governing boards, may restrict their educational mission as was evident in one institution's decision not to apply for authorization to permit international students access.

Although many suggestions may be offered to explain the limitations of small, rural institutions, perhaps it is more appropriate to ask to what extent institutions of this size and service area should promote international education. Should these colleges all strive to have a sizable enrollment of foreign students, foreign-born faculty, extensive foreign language offerings, large study or travel abroad programs and membership in a variety of international education consortia? We think not. Intentional programming of students to learn more about the role they play in an interdependent world, if perceived to be an integral part of the student's total education, could be initiated through various activities. Programming could include inclusion within the curriculum, partnership and cooperation with other institutions that have existing programs, or an active arts and lecture series offering cultural performances by area ethnic groups and discussion of global issues by speakers from neighboring four-year institutions.

Internationalizing the curriculum involves infusion of a multicultural perspective within a course of study, such as

a comparative approach to religion or the contribution of foreign writers to English literature. Nearby institutions with existing travel programs are only too willing to accept additional participants. Prior arrangements for transfer credit may create other such opportunities. An arts and lecture series should involve the various ethnic groups living in the community. Speakers on various topics of interest may be available through joint sponsorship with other area schools.

Community college faculty are a diverse group. Some have had military experience and served overseas; some are from other countries. This first-hand experience with another culture is a resource that could be incorporated in planning and developing a program of international education on campus.

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International Education at Virginia Western Community College

by Charles Downs

At the first meeting of the Commission on the University of the 21st Century, Governor Gerald Baliles stated:

> I am quite concerned that too few of this nation's colleges and universities are adequately preparing students to be international citizens. This nation cannot maintain its world leadership role if our young people do not understand the cultures and languages of the nations with whom we trade, work, and negotiate.

I believe that community colleges have an important role to play in addressing these perceptive curricular concerns of the Governor by promoting suitable international education activities on our campuses. During the past two years, Virginia Western Community College has experimented with ways to introduce an international dimension to our programs. I would like to describe a few of the experiments that have worked for us.

Our goal was and is to stimulate our rather homogeneous student body to think about foreign people and foreign ways and to provide our faculty with opportunities to develop their courses and curricula with international content when appropriate. Essentially, our method has been to bring foreign visitors to our campus to study or lecture and to send our people abroad for the same purposes.

The first successful effort came from the our community's Sister City Committee. Roanoke, our city, has a sister city in Kenya and, inasmuch as Kenya is considered an economically developing country, funds were made available from the parent Sister City organization to our local committee to develop an exchange program between the two communities. Coincidentally, the Kenyan city is building a community college, and Virginia Western was invited to submit a proposal as to how we might, through the Sister City Committee, help that emerging institution develop. The outcome has been that two people from Virginia Western have been to Kenya to do just that, and two people from Kenya have visited Virginia Western. The faculty from the Kenyan college studied our curricula and methods and were welcomed on the campus as lecturers and classroom visitors. We hope to continue this popular and effective relationship in the future.

Another collaborative effort between Virginia Western and other agencies to promote international education on the campus and to provide our students an opportunity to study abroad has developed with the Community College Ministries, an organization supported by several church groups in Virginia. One of their aims is a desire to promote knowledge about poverty and so-called third-world concerns among community

college students in western Virginia. The organization offered to help sponsor student visits to poor countries if a structured program of study could be devised. Through the Social Science Division at the college, a multidisciplinary course was developed emphasizing the study of social, economic and political problems associated with poor but developing countries. The Dominican Republic was selected as the target country. The course was offered in the spring quarter of 1987 and was followed by the class trip to the Dominican Republic during the subsequent summer session. The course was repeated in 1988 and is planned again for the spring semester of 1989.

It is remarkable to hear the reports of the students after they return to the college. Almost all are profoundly affected by their experience, and many have reevaluated their plans for the future. The trip brings a reality to their studies that few community college students have experienced.

Nearly seventy-five educators from a variety of foreign countries have visited the college during the past eighteen months. The first, sponsored through the United States Information Agency, involved a two-day visit to campus of Virginia Western by approximately fifty college teachers and administrators from nearly as many countries. Since few of these visitors had any first hand knowledge of community colleges, their purpose was to learn something about them in a relatively short period of time. The second group to visit was made up of twenty-two educators, businessmen and political leaders from new nations in the Pacific region. The United States Department of Education helped to sponsor this tour of six American community colleges. The three days at Virginia Western were devoted to visiting classes, talking with students and faculty, and meeting with board members. The results of these two visits were very helpful in furthering our goals of providing our students and faculty with opportunities to meet and learn about foreign people.

The most important result of all these activities has been to stimulate faculty interest in the idea of international education. The faculty International Education Committee has attracted new and vigorous interest from the faculty at large and has taken an important lead in helping to establish the college's growing agenda of international education.

We also hope that these small and inexpensive experiences in international education have helped to move our campus closer to the Governor's goal to prepare our students to be international citizens and to help them understand a bit better how to meet the people of nations with whom they will have to trade, work, and negotiate.

Dr. Charles L. Downs is President of Virginia Western Community College. He also serves as chair of the Rotary International Exchange Scholars Program, and is a member of Sister Cities International Commission and of the Roanoke Valley Educational Consortium.

How VWCC Got the International Education Spirit: A Case Study

by Rita Krasnow

This is my third year of involvement in international education. There are many people at other Virginia community colleges who have been promoting international education on their campuses and sharing resources between campuses for a much longer time period. I offer the Virginia Western Community College experience as one of many avenues to the goal of bringing an international awareness to your campus.

Step 1 - The Hook

At the opening faculty meeting for the 1985-1986 year, Dr. Charles Downs, President of VWCC, shared some of his experiences in traveling to Kisumu, Kenya as a consultant for educational needs (sponsored by the Roanoke Sister City organization). His description of the people and their culture against the majestic backdrop of the Kenyan landscape captivated his audience. At least three faculty were "hooked" by the international education spirit expressed in Dr. Downs' remarks.

During the summer of 1986, these faculty members explored the possibilities of international education. Roger Wilson, associate professor of speech and drama, spent six weeks in Kisumu, Kenya. He produced two plays at R.I.A.T. (Ramogi Institute of Advanced Technology) and brought African folktales to our campus the following fall. In August, John Killian, professor of biology, traveled to the Dominican Republic to assess the possibility of taking students there as an international education experience in a "third world country." Just before the opening of the 1986-1987 academic year, Dr. Downs invited me to work on a "special project" to develop international education opportunities at VWCC.

Step 2 - Finding Outside Resources

To begin my work, I needed to know what resources could be provided by "international education" organizations, journals, and programs existing at other colleges.

Of the many organizations offering resources and services in international education, VWCC has benefited most from the following:

- International/Intercultural Consortium (I/IC) of the AACJC.
- Community Colleges for International Development (CCID).
- ACCESS - The Cooperative Newsletter of the American Forum.
- Community College Ministries - Rev. Steve Darr, Coordinator.

- National Committee for World Food Day.
- Foreign Policy Association - The Great Decisions program.
- FACDIS - The West Virginia Consortium for Faculty and Course Development in International Studies.
- Sister Cities Program, Roanoke Valley.
- Virginia Community Colleges Association.

In addition, the following individuals have been especially helpful.

- Blue Ridge Community College - Nancy Sandberg, Division Chair.
- Central Virginia Community College - Eduardo Peniche, Director of the Cultural Resource Center.
- Northern Virginia Community College - Gloria Terwilliger, Genivieve Sheridan, Mary Jane O'Neill, and Dean Haledjian.
- Southwest Virginia Community College - Quintin S. Doromal, Jr.
- Tidewater Community College - Mary Ruth Clowdsley and Barbara Nudelman (Frederick Campus).

(See appendix for further information about these resources and people.)

Step3-Self-Study

My involvement in international education began with contacts in national and state organizations. Having attended several workshops and conferences which provided the tools, ideas, and information, I was ready to begin the task of increasing awareness of and participation in international education at VWCC. When the first faculty survey netted only eighteen responses, I used an informal telephone survey to identify programs and activities which were already in existence. Much like my approach to learning about resources throughout the state, I found one telephone call led to another on my own campus.

International education was very much alive at VWCC, but few people knew about it. For example, Clarence Mays, Chairman of the Humanities Division, had been very active in the Foreign Language Committee of the Roanoke Valley Education Consortium. In this capacity, he worked with the annual foreign language drama contest for area high schools. He also assisted in writing grants to fund the production of cultural video tapes in foreign languages and for instructional assistance in foreign languages for elementary school teachers. He had also written a grant which brought an internationally renown dance troupe, Ballet Folclorico Nacional de Mexico, to Roanoke.

Other VWCC faculty were also working on international education projects. Foreign language faculty were sponsoring active Spanish and French clubs to involve students in films, poetry, food, and other cultural aspects of their foreign language study. Several faculty were members of the International Management Council which was working with R.I.A.T. in Kisumu, Kenya. Our Director of Community Development Programs, Dr. Harry Nickens, had arranged the "Out of Kingdom Training Program" for Saudi Arabia. Under this arrangement, VWCC provided courses and internships for the purpose of improving English skills and gaining technical experience

for Saudi nationals. VWCC, in cooperation with the World Trade Center in Norfolk, sponsored three international trade seminars during 1987-1988. Several VWCC faculty participated in "Fireworks and Panda Bears: A Current Perspective on China," a symposium for area high school students. A faculty gourmet club met monthly to sample international cuisine. Several faculty members were using cross-cultural examples in their courses. Faculty who had traveled were eager to share their experiences through informal "brown bag lunch seminars." Following a study of third world countries in Sociology 199, John Killian took ten students to the Dominican Republic for three weeks. The course and travel experience were repeated in the spring and summer of 1988.

I found that much was already happening in international education. In addition to those already involved in these projects, other faculty members expressed their interest to learn more about international education. What we needed was organization.

Step 4 - Forming an International Education Plan

What really helped me to organize an international education plan at VWCC was the opportunity to write a "Funds for Excellence" grant for SCHEV. Although the grant was not funded, it provided the opportunity to develop a framework for an international education program. More importantly, it provided the impetus to develop the structure to support international education at VWCC. Dr. Robert Harrell, Dean of Academic and Student Affairs, encouraged me to write the grant proposal for the development of international education. Over a period of three weeks, we worked together to transform ideas and concepts into manageable projects. By the end of the grant writing experience, several proposed activities were ready to be implemented. For example, Dr. Harrell gave his endorsement for the appointment of an international education committee as a part of the college governance system. The VWCC Curriculum Committee met to endorse the proposals developed in the "Funds for Excellence" grant. Thus, an unsuccessful grant proposal became an organizational structure for international education at VWCC which had the support and endorsement of both President Downs and Dean Harrell.

By the end of the 1988 spring quarter, VWCC had an 11 member International Education Committee. Subcommittees were designated to formulate programs in the areas of student travel, World Food Day, speakers and activities, a campus international education newsletter, and International Friendship Club. Before the end of the academic year, plans were developed by committee members to pursue these areas. At the end of the spring quarter, faculty and support staff received their first issue of *International Education Report*, VWCC's international education newsletter.

Step 5 - Keep on Going and Growing.

Now the VWCC International Education Committee has a budget of $5,000 to fund programs and activities during the 1988-1989 academic year. The committee approved funding of Irina McClellen to speak on "Women in Russia" in November 1988. Funds were also approved to promote World Food Day, October 17, 1988.

Acting on a suggestion from Dr. Downs, the committee advertised a "Faculty Development Grant in International Education." The committee received two excellent proposals. One faculty member proposed "a search for extant specimens — living, preserved, and herbarium" collected by John Bartram (1699-1777), a colonial Quaker who became "His Majesty's Botanist for North America." The research would take place in London, Glasgow, and Edinburgh over a four to six week period during the summer of 1989.

The second proposal requested funding to teach psychology at a two-year college in American Samoa for one semester. Teaching courses in another society was viewed as a method to exchange cultural perspectives.

While policy decisions and financial arrangements have not been resolved regarding these faculty development proposals in international education, the committee is working with the administration toward that end. Tidewater Community College will be sharing its guidelines for faculty development in international education. VWCC international education news is being gathered for our next edition of *International Education Report*. We hope that our upcoming newsletter will provide those of us directly involved in international education with an opportunity for reflection as well as increasing the awareness and involvement of other VWCC faculty.

Postscript - The Benefits of International Education at VWCC.

International education at VWCC has provided the stimulus for creative faculty development opportunities in travel. Faculty and students have benefited from the development of new courses and revision of existing courses using an international education perspective. Projects and activities have encouraged cross-discipline planning and participation. Activities such as World Food Day have brought students, faculty, and local citizens together as we have sought to further our understanding of our global community.

Within the safe boundaries of our own disciplines, international education has led to inter-college cooperation. In a strong, supportive network, committed people from several community colleges have encouraged each other and provided assistance in the cause of international education. VWCC has benefited greatly from the cooperative spirit of the Virginia Community College International Education Consortium.

Appendix

1. International/Intercultural Consortium (I/IC) of the AACJC. Institutional membership is $550 a year. The consortium offers a newsletter, *International Update*, which provides information regarding grants, conferences, publications, and opportunities for faculty and student exchanges. The I/IC holds a membership meeting each fall in Washington, D.C. and a two to three day conference preceding the annual AACJC meeting in the spring. The newsletter is also offered to nonmembers at an annual subscription rate of $12 for twelve issues. For more information regarding the I/IC of the AACJC contact Mary Ellen Duke or Michael Paradise at AACJC, National Center for Higher Education, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 (202-293-7050).

2. Community Colleges for International Development (CCID). While VWCC has not joined the CCID, two representatives from VWCC attended the CCID annual meeting in February 1988 in Washington, D.C. For more information regarding the CCID contact: CCID at Brevard Community College, 1519 Clearlake Rd., Cocoa, FL 32922 (305-632-1111).

3. *ACCESS* - The Cooperative Newsletter of the American Forum. This newsletter publishes exchange opportunities for students and faculty, feature articles, grant competition announcements, resources (books, films, reports, directories, and curriculum materials) in the area of international education. Subscription rate is $25 a year for eight issues. Contact: ACCESS Editor, The American Forum, 45 John Street, Suite 1200, New York, NY 10038 (212-732-8606).

The American Forum will sponsor a conference on "Teaching for the 21st Century" May 19-21, 1989, in Atlanta, GA. Four major themes will be explored: teacher education, internationalizing undergraduate education, business and international education, pre-collegiate foreign language, and international studies. Registration is $95 (early registration) or $150 for regular registration. Contact: The American Forum, 45 John Street, Suite 1200, New York, NY 10038 (212-732-8606).

4. Community College Ministries. Rev. Steve Darr, coordinator (serving New River, Virginia Western, Danville, Patrick Henry, Dabney Lancaster, Wytheville, Central Virginia, Southwest, Virginia Highlands, and Mountain Empire Community Colleges). Steve Darr has been instrumental in the development of the Dominican Republic course and travel opportunity. He has arranged for guest speakers from South Africa, Honduras, and Nicaragua to come to the VWCC campus. Contact: Rev. Steve Darr, Cooper House, 305 Washington Ave., Blacksburg, VA 24060 (703-552-2473).

5. National Committee for World Food Day. For the past three years, VWCC has been a satellite teleconference site for World Food Day which is held annually on October 16. The purpose of this event is "to create public will and support in each country for private and government efforts to combat hunger, and to build a world food security system through local, national, and international programs and policies."

The National Committee for World Food Day provides tremendous support for this observance. Resource material includes bibliographies, films, press releases, and a complete curriculum guide for the topic to be addressed by the expert panelists during the teleconference. This year's discussion addresses "Global Security: Focus on Africa." The panel discussion originates at George Washington University TV studios and is transmitted live via satellite to sites in the U.S. and Canada. After the one-hour panel discussion, local sites are given an hour to discuss issues raised or to organize their own agenda. During the last hour, local sites may call in questions to the expert panel for further discussion of the topic. World food day provides an excellent opportunity for the college community to join with local groups and organizations to explore international concerns.

There is no charge for any service related to this event. Contact: Patricia Young, National Committee for World Food Day, 1001 22nd Street, N.W., Washington, D.C. 20437 (202-653-2404).

6. Foreign Policy Association - The Great Decisions program. The Great Decisions program is the nation's oldest and largest nonpartisan adult education program in the field of foreign affairs. The topics covered in the 1989 Great Decisions program include: Ethics in International Relations, Persian Gulf, Latin American Debt, Arms Agreements, China, Farmers, Food and the Global Supermarket, Horn of Africa, and International Drug Traffic. The Director of College and Community Programs for Great Decisions, Nancy Yanofsky, visited the VWCC campus in March 1988. She addressed a small group of faculty members regarding the importance of bringing international education to our campus. VWCC hopes to organize a Great Decisions discussion group during the 1989 semester.

The cost per activity book is $9.95. The leadership book is $5.00. Contact: Nancy Yanofsky, Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 (212-764-4050).

7. FACDIS - The West Virginia Consortium for Faculty and Course Development in International Studies. Organized in 1980, FACDIS is a consortium of 21 West Virginia institutions of higher education with over 250 participating faculty. The consortium provides annual workshops in international studies, faculty travel grants to attend professional meetings/workshops, quarterly *FACDIS Newsletter*, and many other services for their members. While VWCC is not eligible to join FACDIS, we have benefited from the newsletter. In addition, Sophia Peterson, co-director of FACDIS, has served as a valuable resource and guest speaker for the VCCA sponsored workshop on building a Virginia Community College International Education Consortium held on April 13, 1988, in Richmond prior to the VCCA meeting. The *FACDIS Newsletter* can serve as a valuable resource for information regarding conferences, books, films, teaching modules, and exchange information in the area of international education.

Contact: Ann Levine, Editor, FACDIS, Department of Political Science, West Virginia University, Morgantown, WV 26506 (304-293-7140).

8. Sister Cities Program. VWCC has pursued the relationship with Roanoke's sister city, Kisumu, Kenya. Our president, Dr. Charles Downs, has been active in the

Kisumu Sister City organization. The Roanoke Sister City organization sponsored Dr. Downs' trip to Kisumu in the summer of 1985. VWCC co-hosted the three month visit of Dorothy Shiroya from Ramogi Institute of Advanced Technology in Kisumu to Roanoke in the fall of 1986. Mrs. Shiroya took computer classes at VWCC during her Roanoke stay. Several VWCC faculty members and classes had the opportunity to learn about the Kenyan culture through Mrs. Shiroya.

9. Virginia Community College Association. The VCCA has funded two workshops in international education which VWCC co-hosted. On March 4, 1987, representatives from twelve community colleges met in Richmond to hear presentations on international trade, the AACJC International/Intercultural Consortium, U.S. Department of Education funding and grants, international education as faculty development, international education through student travel opportunities, and resources provided by Sister Cities and Community College Ministries. The second workshop, co-hosted by VWCC and sponsored by the VCCA, was held on April 13, 1988, in Richmond. FACDIS co-director Sophia Peterson led representatives from ten Virginia community colleges in exploring options for establishing a Virginia Community College International Education Consortium. The VCCA has sponsored international education workshops during the past two annual conventions.

Virginia Community College Resource People.

Many of the ideas for international education programs which have been implemented at VWCC have come from colleagues all over the state. These people have not only worked to develop international education workshops, but also have been available by telephone for consultation and encouragement. Each telephone call resulted in a new friend and the name of a new contact at another community college.

1. Blue Ridge Community College—Nancy Sandberg, Division Chair. Nancy brought her experience and enthusiasm from Northern Virginia Community College to a small, rural setting. I first met Nancy in the lobby outside the VCCA Friday evening banquet at the Richmond Hyatt in November 1986. She joined Charles Downs, Barbara Nudelman, Mary Ruth Clowdsley, Steve Darr, and myself in an informal brainstorming session to discuss how community colleges could work together to learn more about international education. During that meeting, and ever since, Nancy has provided those of us who have informally banded together in the pursuit of international education with encouragement, enthusiasm and direction.

2. Central Virginia Community College—Eduardo Peniche, director of the Cultural Resource Center. Ed has been working in international education for over ten years. After years of working with area businesses needing assistance in language translation, Ed helped establish the Piedmont World Trade Council. He co-directed four regional International Trade Seminars from 1977 to 1981. In 1983-1984, he coordinated the Piedmont Export Expansion Program with a Funds for Excellence grant from SCHEV. Ed has shared his experiences at VCCA sponsored workshops and meetings.

3. Northern Virginia Community College—Gloria Terwilliger, Genivieve Sheridan, Mary Jane O'Neill, and Dean Haledjian.

Early in my research of community college resources in international education, Gloria Terwilliger's work at NOVA came to my attention. She played a central role in the VCCA sponsored International/Intercultural Workshop held in April 1986 at the Alexandria campus. When planning the March 1987 international education workshop hosted by VWCC, Gloria served as an invaluable resource.

When VWCC faculty members needed information and advice regarding submission of an application for a Fulbright Scholar Award, Gloria was called. She provided information and encouragement based on her own successful Fulbright experience.

Ginny Sheridan captivated her audience at the March 1987 workshop with her lively slide demonstration supporting the value of taking students to other countries as a vital part of her art history course. Several of us came away looking forward to developing a travel/study course at our own campuses.

Mary Jane O'Neill has provided the foreign student perspective that led to the development of an "International Activity Day" which was expanded to an "International Activity Week" at the Annandale campus. International Activity Week showcases the food, music, art, poetry, literature, customs, and other aspects of foreign students' culture.

Dean Haledjian has generously shared resources in international education. Dean has forwarded information on conferences and publications in the area of international education which I have found very helpful. His Faculty Survey on International Education, developed and implemented at NOVA, will be used to devise a follow up survey of the VWCC faculty.

4. Southwest Virginia Community College—Quintin S. Doromal, Jr. The international education achievements of Quintin in a relatively isolated, rural community have been a source of inspiration to me. He has developed an international education policy statement for SWVCC, a series of international guest lecturers and performers, and a campus newsletter—*International Education Speaks.*

5. Tidewater Community College—Mary Ruth Clowdsley (Portsmouth Campus) and Barbara Nudelman (Frederick Campus). Mary Ruth and Barbara were part of my early support group in November 1986. They had contacted Dr. Downs at VWCC to inquire about working with other community colleges to develop international education programs. Beginning with that first brainstorming session, Mary Ruth and Barbara worked to increase the involvement of other community colleges in our workshops.

In November 1987, they hosted a follow-up meeting to our March 1987 workshop. In addition to providing the opportunity for four other community colleges to share their accomplishments since the previous spring, they also shared their developments at TCC which was in the process of acting on the eleven recommendations of their "Task Force on International Education." They had established an international education committee and newsletter.

Rita Krasnow is a Professor of Sociology at Virginia Western Community College. She is chair of the International Education Committee at VWCC, coordinator of World Food Day, and member of the SCHEV International Education Committee.

The Valley and Beyond: The Neighborhood Expands

by Nancy Sandberg

The BRCC geographic area of responsibility is beautiful—the rolling hills, dotted with sheep and cattle, the mountain ranges setting off the three towns of Harrisonburg, Waynesboro and Staunton. Many people from other areas of the country remark about this beauty as they drive south to Florida or north to New England. There is a valley "feeling" symbolized by front porch swings and lawn parties, gospel singing and general neighborliness. But that postcard idyllic setting is undergoing great change. The fall and spring book sale held in a Mt. Crawford barn has been challenged these past few years by the chain bookstores in the malls in the three major cities. The number of antique stores along Route 11 is increasing, and they are frequently filled with shoppers from urban areas. Antebellum and turn of the century houses are being purchased by residents of Arlington, Alexandria, and the District of Columbia as retirement homes. Harrisonburg is booming economically. Washington is now an easy two-hour drive from the college, a distance accepted in many areas of the country as a daily commute. In a ripple effect, population already found in Fredericksburg and Manassas is now coming out another ring toward our area. These are realities the Valley cannot escape.

Fifteen years from now, much of the sheltered, idyllic existence the native people have known and loved will have disappeared. Farmland will be paved over; more homes will be restored, and new ones built; new schools, businesses, and malls will be added. The list of independent farms to be auctioned each week will grow longer. The Valley, as known by those who settled it and we who joined it, will disappear. Even now in tiny Mt. Sidney, several of the newer residents with houses on the main street of town have come from England, New Hampshire, and Washington, D.C. One local person visits Peru as naturally as in years gone by neighbors visited Mt. Crawford. The husband of the chef at a Mt. Sidney diner makes regular trips to Japan. The nearby Shenandoah Valley Art Center records visitors from twenty-six states and the countries of Sweden, Denmark, Taiwan, The Netherlands, Italy, China and the Virgin Islands.

Building Communities: A Vision for a New Century, the 1988 report of the Commission on the Future of Community Colleges states:

> Our planet has become vastly more crowded, more interdependent, and more unstable ... our sense of neighborhood must expand. If students do

not see beyond themselves and better understand their place in our complex world, their capacity to live responsibly will be dangerously diminished (31).

This sentiment of the need for students to learn about global issues as well as about their own culture was reinforced by the recent National Endowment for the Humanities report. Chairman Lynne V. Cheney recommends that "Undergraduates should study texts of Western civilization and should learn how the ideals and practices of our society have evolved. Students should also be encouraged to learn about other cultures."

Dr. Seymour Fersh of Brevard Community College, Florida, a leader in international education, stated in *Learning About People and Cultures* that it is essential to add the international dimension into the curriculum. In the global neighborhood, he explains, we must avoid stereotyping others, see the common humanity of people, recognize different values in the non-Western societies, and develop sympathy and active concern for other people.

Not only are we in the Shenandoah Valley affected by our relationship with other countries of the world, but other areas in Virginia are also changing dramatically with respect to interaction with other countries. As noted in the Virginia Community College Association *International Education Consortium Newsletter*, fall 1988, Tidewater Community College had a seminar devoted to East Asian studies and curriculum development for 20 faculty this summer. Both Southwest Virginia Community College and Virginia Western Community College hosted foreign visitors. Blue Ridge Community College (with VCCA sponsorship) held a workshop: "Nursing Those Who are Culturally Different." Finally, Northern Virginia Community College established an associate degree in liberal arts with a specialization in international studies. Representatives from a number of the 23 community colleges in the system have been meeting bi-anually to encourage a global perspective on their respective campuses and have been sharing resources, ideas, and experiences.

The challenge to Virginia is to become a part of a national movement to prepare our students to deal with that future which includes the global dimension. Thus far we have established the following:

- An informal clearinghouse of information for international education (through Dr. Mary Ruth Clowdsley, Dr. Rita Krasnow, Dr. Eduardo Peniche, Mr. Quintin Doromal, Jr., Dr. Jonathan Yoder and Dr. Ann Lesman, and Dr. Nancy Sandberg);
- A directory of personnel at our colleges working on international education;
- A consortium newsletter;
- Liaison with Ms. Beverly Thurston of the State Department of Education in Virginia who works in international education at the secondary level;
- Collaboration on course offerings and trips abroad for students in the system;
- Yearly workshops on international education concerns;

- Identification of out-of-state resource people who willingly serve to help those in Virginia concerned with developing an international focus in the curriculum;

- Courses and programs with an international focus.

While these forays into the international arena are a good beginning, more must be done in the future; for as Joan Gore of the American Foreign Policy Institute queried, "What country can afford to be concerned only with 'national' issues?"

The American Institute for Foreign Study also emphasized the need to educate students in language and cultural study for the future. In its publication entitled *America's Crisis in International Competence*, the institute pointed to the need to educate students in a global perspective if they, when entering the workplace, are to help their businesses deal effectively with foreign markets. The Institute notes that recent fiascos demonstrate a need for training in cultural awareness: (1) an advertising campaign in Taiwan in which "Come Alive with Pepsi" was translated as "Pepsi brings your ancestors back from the grave"; (2) a Japanese businessman in Paris when asked what language he thought was most important for world trade, replied in flawless French, "Sir, the most useful inter-national language in world trade is not necessarily English, but rather it is the language of your client." Further noted are subtle changes in customs from country to country which can make attention to protocol bewildering. In Mexico, one always asks about a businessman's wife and family; in Saudi Arabia one doesn't. In Japan, business transactions call for a small gift, but in China gifts are prohibited. Latin Americans are usually late, sometimes by more than an hour, even for critical business appointments. In Sweden, people are prompt to the second.

These facts, customs, values, and points of view should be an integral part of Virginia's curriculum. It is possible to keep much of what is in the Shenandoah valley and the state beautiful, but the struggle between tradition and change is now very much a part of the state's future. We need to assume the responsibility to maintain the best qualities of our area while promulgating a perspective that is global. In its call for a vision for a new century, the AACJC *Building Communities* report concluded that:

> Community colleges have an urgent obligation to keep students informed about people and cultures other than their own.... The building of partnerships must be not only local and national, but global, too. In the century ahead, parochialism is not an option.

The expansion of curricula to include the international focus is no longer optional as it may have been in the past. Resources and training programs to assist faculty in this direction are currently available in this state. More need to be developed. Many of us are a short distance from the Washington where national embassies have speakers, scholars, and resource materials readily available. As early as 1983, an ERIC study concluded that international education must be considered essential and integral to the content of single course offerings. We must now prepare to lead

students from the "Valley" and from the narrow confines of our immediate localities to prepare for and participate in the global marketplace. Just beyond us, the "neighborhood" is expanding and coming across Virginia's borders. This is the year to develop a progressive plan to address one curriculum at a time until the VCCS can state with confidence that an expanded College curricula reflect the world at large and an international dimension exists as a reality.

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Dr. Nancy Sandberg is a Professor and Division Chairman of Business, Humanities, Social Sciences, and Developmental Studies at Blue Ridge Community College. She is a member of the five-college informal consortium on international intercultural education that has been designing workshops and presenting inservice professional development experiences with a global dimension in Virginia for the past six years. She was also Task Force Chairman for the International/Intercultural plan that resulted in the first statewide conference and also evolved into curriculum development with a global dimension.

Coming up in April

April 1 - 7
Chancellor's Advisory Committee.

April 5 - 8
Association of College and Research Libraries,
National Conference, Cincinnati. (800) 545-2433

April 12 - 15
Virginia Society of Radiologic Technologists, Annual Meeting,
Roanoke. (703) 899-1571

Also
AAUP and Faculty Senate of Virginia, Regular Meeting.

Guest Paper

The Miami-Dade Community College International Mission: Focus on Curriculum

by Karen A. Paiva

Since 1960, the "internationalization" of the Metropolitan Miami Area has taken place over a time period that roughly parallels the growth of Miami-Dade Community College (M-DCC). From its inception, Miami-Dade has added international dimensions to its programming reflecting the changing needs of its community. In 1985, a formal M-DCC International Mission Study was completed under the leadership of Dr. Piedad F. Robertson then M-DCC Vice-President for Education and currently the President of Bunker Hill Community College in Boston, Massachusetts. The International Mission Statement simply put is:

> A community college should be a door to global communication and awareness. Understanding global interdependency in our increasingly complex societies is the key to economic, social, and cultural development. Global education can no longer be for a small elite; it must be an integral part of every student's education. Community colleges, because of their closeness to their communities, are uniquely suited to educate for global understanding.

The entire document provided a college-wide basis to deliberately plan for future activities. This paper was completed at the time when national and international surveys documented the weakness of American high school and college students in basic geography. Over 40% of the students could not locate the United States or Brazil on a world map.

In spite of these polls and surveys, many college personnel felt international activities and the community college mission were mutually exclusive; consequently, they road-blocked efforts to increase international awareness. This provincial viewpoint is an obstacle to international education shared by many educational institutions. On the other hand, personnel who had promoted international growth of campus activities functioned in somewhat isolated pockets. Up to this point, these individuals lacked the official sanctions expressed in college-wide goals and objectives which delineated international responsibility.

The International Mission Study provided a philosophy or rationale that

addressed the major movements within international education. Its time had come. Indeed, the Study explored recent national and state government conclusions which expressed the need for a strong effort to educate the citizenry in global issues if the United States hopes to continue sharing global economic, political, and social leadership roles. As a result, Miami-Dade undertook a needs assessment of community and business leaders surveying international issues and education priorities. One of the immediate results of the assessment was Miami-Dade Community College's explicit commitment to service growing international concerns by becoming more pro-active. The development of a rationale to continue and expand the components of international education provided direction into the next century.

International Education with its many facets—foreign language study, overseas academic programs, global curriculum, foreign student programs, faculty and student exchanges, technical assistance, and linkages/services to business and industry—is being perceived as a responsibility of higher education by both state and federal government leaders. Increased competition in the world market place has moved the United States off center. This situation offers both practical and philosophical reasons for assuring that our citizens become more aware of world events, fostering an understanding of the community and its international involvement. The ability to learn to communicate and work more effectively with peoples of other nations will become increasingly necessary as our world shrinks.

Students will have to understand the interrelated nature of world problems and the effect on their lives, or they will have a difficult time taking their place in the ever-changing world. For example, agriculture is heavily dependent on international trade. Today, one in three acres of farm production is exported. Further, one in five jobs in the United States is related to the international marketplace and those numbers are projected to reach one in three by the end of this century. Local communities in the United States must provide a much broader global view to their citizens or suffer the consequences of placing their sons and daughters in a disadvantaged position for future economic and political issues. One avenue to increase global awareness is to revisit higher education's curriculum with an eye to adding an international perspective.

The M-DCC International Mission Study discussed how academic programs can be constructed so as to provide opportunities for students to acquire a more comprehensive world view. One approach is to offer specific international courses such as international relations, comparative government, international banking, business and marketing. Another approach is to address the dominant issues which affect the international community—ecological, sociological, political, demographic, scientific, artistic—within existing courses. Such expansion within the curriculum can furnish students with considerable exposure to international perspectives and other cultures.

To a degree, Miami-Dade Community College has incorporated these approaches. Credit and non-credit courses such as international banking and busi-

ness, comparative religion and politics, and foreign languages from Portuguese to Japanese are fairly visible indicators of one delivery system. By virtue of the way courses are set-up, this method still offers limited exposure to the overall college population. On the other hand, the general education core courses (Energy in the Natural Environment, The Social Environment, The Individual in Transition and Humanities) required of every degree-seeking student at M-DCC incorporate materials relevant to international issues affecting the world community and provide students a common core in international education. And yet, representatives from the faculty, administration and staff are voicing the need to review the college's course work including the core component with one of the objectives being to strengthen the internationalization of the present curriculum.

At Miami-Dade, the level of international sophistication of the personnel involved is an integral part for the ultimate development and implementation of such global programs. Acknowledging that faculty and staff should be encouraged to participate in international exchanges or development seminars is crucial. Development opportunities that highlight international topics create room for renewed interest in international issues and a depth of global understanding that can only be acquired through such activities. Although basic, faculty motivation must be present in any efforts to internationalize the curriculum.

In the end, it is the commitment of community college administration to the concept of global understanding that brings about internationalization as an institutional policy.

Ms. Karen A. Paiva is Associate District Director of Academic Programs at Miami-Dade Community College. She administrates and brokers Collegewide International Education and Development activities among M-DCC's four campuses.

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Tonkin, Humphrey & Jane Edwards. *The World in the Curriculum. Curricular Strategies for the Twenty-first Century*. New York: Change Publications, 1981.

Further international education resource materials may be obtained from the organizations sponsoring the publication of the above texts.

- The Council on Learning 271 North Avenue New Rochelle, NY 10801
- American Association of State Colleges and Universities One Dupont Circle, Suite 700 Washington, DC 20036
- Social Science Research Council 605 Third Avenue New York, NY 10158
- New England Board of Higher Education 45 Temple Place Boston, MA 02111
- American Association of Community and Junior Colleges One Dupont Circle, NW, Suite 410 Washington, DC 20036
- American Council on Education 11 Dupont Circle, Suite 300 Washington, DC 20036

Compiled by Ann Levin, West Virginia Consortium for Faculty and Course Development

CALL FOR PAPERS

For the "Focus" Sections of the Spring/Summer Issue
of the *VCCA Journal*

Focus on Teaching
Papers describing effective teaching techniques

Focus on Support Staff
Papers of interest to community-college support staff

Focus on Grant-Supported Programs
Papers written for or describing
new grant-supported programs

Manuscripts averaging eight to twelve pages of double-spaced typescript are preferred. Papers should be prepared according to *The MLA Style Manual* (1985) or the *APA Publications Manual*. If an IBM compatible computer is used to prepare the paper, we would appreciate the loan of a disk with the text. Please note the word processing program used. Deadline for all submissions: 1 April 1988.

Submit papers to:

Darrell Hurst
Editor
VCCA Journal
Blue Ridge Community College
Box 80
Weyers Cave, VA 24486

Book Reviews

A Review of Bloom, Allan. (1987). *The Closing of the American Mind.*

New York: Simon and Schuster.

by Byron Fletcher

I read Bloom's *The Closing of the American Mind* after having been influenced by several mostly negative reviews and was not therefore predisposed to react positively to his message. But after finishing his critical tome, I must admit that his subtitle *How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*, although admittedly reminiscent of Secretary Bennett in tone, is suggestive of a part of Bloom's work more worthy than his long sections of philosophic speculation; however, the seasoned community college educator will find nothing revolutionary in Bloom's work and will find many observations of students that simply do not apply to the vast majority of those at the community college.

Bloom quickly gets to his thesis that the American Mind is closed because it is too open:

> Actual openness results in American conformism—out there in the rest of the world is a drab diversity that teaches only that values are relative, whereas here we can create all the life-styles we want. Our openness means we do not need others. Thus what is advertised as a great opening is a great closing (34).

Certainly, no one believes such an observation revelatory; the more interesting task would be to determine the extent to which American college students really hold dear this relativism over more ingrained prejudices and biases. At any rate, isn't it our purpose in higher education to promote intellectual inquiry with the predetermined bias only of the hypothesis or theory rather than the paralyzing stance of dogma? Bloom, of course, would ague that our students have only the openness of indifference and not the openness that promotes the "quest for knowledge and certitude..." (41).

Perhaps a great part of the thesis throughout can be explained by the type of student upon whom the observations in *The Closing of the American Mind* are based. To Bloom, modern students are full of spiritual entropy, scornful of knowledge of culture and history, ill-read except for *Playboy* and *Time*, dedicated followers only of the

gutter phenomenon of rock music, and lack the clean slate waiting for the collegial and professorial imprint Bloom so desires to administer. I certainly do not speak for all teachers of community college students, but mine are certainly not as jaded as Bloom's; they still have principles (yes, many do have biases and prejudices), many are the first in their families to attend college so they do come with a "clean slate" and sometimes an ignorance as to what college really means and really has to offer, and many of the older students have the discipline that comes from being part of a workforce or profession.

Bloom is more on target when he comments on the curriculum and structure of the contemporary college and university. He rightly notes that most college curricula have no core and no focus because most institutions have no vision of what an educated man or woman should be. Furthermore, Bloom blames the universities for doing a poor job with general education and expending effort on packaging their curricula rather than working to provide a strong core. Bloom ends with a summary of how the disciplines are faring today; he notes the tremendous successes of natural sciences because of their reliance on objects and methods which the entire scientific community agrees upon and supports. The other disciplines, though, of the social sciences and humanities are faltering because they have moved too far away from natural man and wallow in relativism.

The Closing of the American Mind is entertaining, but one doesn't learn anything new. Rather, Bloom pleasantly ambles through a condemnation of the contemporary American college and university and the jaded students of our twenty or thirty best universities. As many critics have noted, this book will infuriate, especially the feminist and the liberal, but it should not be dismissed because it calls attention to something we already know but rather because it provides no easy solutions to the state of affairs he describes in higher education today.

A Review of Cohen, A. M. & Brawer, F. B. (1987). *The Collegiate Function of Community Colleges: Fostering Higher Learning Through Curriculum and Student Transfer.*

San Francisco: Jossey-Bass Publishers.

by Darrel A. Clowes

Most professors but only some practitioners are fascinated by the theoretical question "What kind of an institution is the community college?" In the current literature on this subject, one finds the community college defined as an institution that attempts to be all things to all people—the community, technical and junior

college—or as a complex and synergistic organization searching for "communities" with which it can connect and interact, or as a single purpose institution dedicated to economic development, to preparation for careers or to life-long learning. Arthur Cohen and Florence Brawer, respectively professor and researcher, believe the community college was or is, and should be, an institution defined by its collegiate function with other activities built around this central concern. Their book is an effort to articulate and defend this proposition to the "leaders of community colleges and of the institutions sending students to them and receiving students from them" [xvii].

The Book

The thesis of this book is developed around the concept of the "collegiate connection" where "collegiate" represents aspects of the traditional liberal arts curriculum as well as its contemporary variant, the general education curriculum, and where "connection" represents the intellectual and academic linkage with traditions and curriculum of graded education from kindergarten to university. The community college's transfer function is seen as one element in this "connection." The metaphor is extended to suggest the "collegiate connection" as "the rudder that keeps the colleges within the mainstream of graded education, stretching from kindergarten to graduate and professional school"[xii].

A second central concept of the book is "to disaggregate the institution's provision of instruction in the liberal arts from the student's intentions and behaviors regarding transfer" [xii]. The authors insist the curriculum in use must be distinguished from the curriculum described in catalogs and bulletins; for them the true measure of the curriculum is how it is used by students. They insist transfer rates do not indicate the success of the curriculum or of the institution; they only indicate the chosen activities of students. That most students do not transfer does not mean the college-like functions should be abandoned. This "collegiate connection" must be maintained, they insist, not for those who transfer but for all the others who take courses at the institution and have a right to participate in higher education.

Cohen and Brawer's book is organized into nine chapters. Chapter One defines the "collegiate connection." Chapter Two traces the liberal arts in the community college. The next two chapters relate the liberal arts curriculum to community service activities of the institution and to the faculty. Chapter Five discusses the transfer function, and Chapter Six deals with assessment issues both on entrance to and on exit from the community college. Chapters Seven and Eight discuss support services to the liberal arts curriculum and to students. Chapter Nine is an effort to step back and consolidate the previous material and present recommendations for the "reconceptualization of the curriculum" and for improvement of the institutions. Supporting data from several studies are provided in the appendix.

This book reflects two major themes found in the literature of the community college. The first concerns literature on the curriculum which is dominated by the writings of Cohen and Brawer. Curriculum trends were identified and practices discussed in a series of monographs written by the authors and produced by the Center

for the Study of Community Colleges and the ERIC Clearinghouse for Community Colleges in the 1970's. These monographs were based on studies designed by Cohen and Brawer and funded by the National Science Foundation and the National Endowment for the Humanities. Their 1982 book, *The American Community College*, codified and extended these studies and identified four major functions of the community college curriculum. None of the functions—collegiate, career, community, or developmental education—was specifically identified as dominant or presented as the essential function of the institution. Yet in that book, and more clearly within the journal literature they produced, Cohen and Brawer argued increasingly for the importance of the transfer function and of general education. Now in this book, they come forward with an argument for the primacy of the "collegiate connection" and for reconceptualizing the curriculum around this connection.

It also reflects a second theme, the literature on mission or purpose of the institution. This is a more diffused literature representative of the continuing discussion of an evolving institution and illustrated by K. Patricia Cross's discussion of the colleges as "on the plateau," Towles and Clowes' historical review, and the discussions presented by Deegan and Tillery and George Vaughan and Associates. Within this theme, the book stands in clear opposition to the dominant contemporary arguments for economic development or career preparation or life-long learning as the primary purposes of the community college. Cohen and Brawer argue "the collegiate connection reveals the community college at its finest" (xii) and for the primacy of this "collegiate connection."

The authors discuss a series of significant issues dealing with the purpose of the community college and the direction of its curriculum. Its greatest strength lies in the distinctions it makes that allow one to see an issue in new ways. The most powerful of these is the image of the collegiate function as the connection with all of graded education. Another useful distinction is the separation of curriculum as declared by the college and curriculum as modified by student intentions and behavior. These are presented as two different things. One is represented by the college catalog, the other by the individual student's transcript. Cohen and Brawer show us that we must recognize both and consider the possibility that the transcript may be the more important curriculum document in the community college. Another distinction of value is the separation of the liberal arts from the general education curriculum offered in most community colleges.

Cohen and Brawer are at their best when they provide synoptic chapters bringing together and interpreting the vast data at their disposal. They give us significant additions to the curriculum literature through updates of earlier studies and reports of data from the ERIC files most would not find. The constant enumeration of exemplary practices is occasionally tedious but a solid contribution to the literature. From their present and past positions of responsibility with the ERIC Clearinghouse for Junior Colleges, they are uniquely situated to review the wide range of material and chose the best for us. However, their most significant contributions come in their synthesis of this information into meaningful images (connections) or assessments of broad fields. In this regard, their first chapter "Community Colleges as Gateways

to Higher Education" and portions of the final chapter "Strengthening the Collegiate Connection" are real strengths of the book.

The book also has weaknesses. It is frustrating that the major concepts were often lost in the welter of examples. Chapters two through eight draw heavily on material from the ERIC system. The material presents an awkward writing problem because the material must be described in order to present conclusions or recommendations based upon it. Too often the presentation of materials takes the form of repetitive lists or descriptions, and as a result, the links to the central concepts of the book were often obscured. This decision to anchor the book in ERIC material led the authors to commit themselves primarily to a secondary literature; this resulted in a modest involvement with the primary monograph literature in the field. While their solid scholarship allows them to avoid major problems, they do end up writing a book loosely linked with the monograph literature. For example, the distinctions between the liberal arts and general education suffer from not drawing upon this literature. The distinctions offered are useful, but they suffer from ignoring the definitions and discussions contained in that literature (detailed by Conrad and the Carnegie Foundation).

It is difficult to assesses the work of established scholars like Cohen and Brawer whose numerous books and articles represent a high level of scholarship and contribution to the field. Therefore, one approaches this book with very high expectations but is disappointed. This book addresses issues identified as significant in the literature on the community college. The authors have added new information to our knowledge of the institution and its curriculum, and they have identified useful distinctions and images to aid us in understanding the institution. Unfortunately, they have also written a stylistically dull book that falls short of their previous writings in both style and content. Moreover, the central concepts are not consistently and fully developed. The book ends with a call for a reconceptualization of the curriculum, but it does not provide the sustained analysis necessary to allow that reconceptualization. It does provide new insights and a starting point for continued and probably fruitful analysis; it leaves sustained analysis to others. If ordinary scholars had written this book, it would be regarded as a success. From Cohen and Brawer, it is a contribution but also a disappointment.

I have the sense they care very much about the issues raised and rushed too rapidly into print. They call for a reconceptualization of the curriculum, but this book does not provide sufficient basis for that reconceptualization. It does, however, give us a good start in that most important direction, and that may be all one could reasonably ask.

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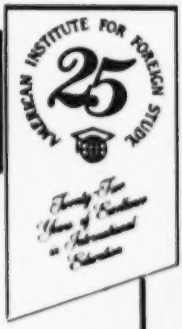

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